REPORT

OF THE

GENERAL COMMITTEE

OF

PUBLIC INSTRUCTION,

OF THE

PRESIDENCY OF FORT WILLIAM

IN BENGAL,

FOR THE YEAR 1839-40.

CALCUTTA:

G. H. HUTTMANN, BENGAL MILY. ORPHAN PRESS.

1841.

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THE RIGHT HONORABLE

GEORGE, EARL OF AUCKLAND, G. C. B.,

Governor General of India in Council.

MY LORD,

In forwarding the Annual Report of our Proceedings, we beg to state that our anxious endeavour has been directed to ascertain in what manner our Institutions could be best adapted to meet the necessities of the country. In some Schools local circumstances have required us for a time to deviate from our rules, but a longer and more extended experience induces us to adhere to those general principles which have been stated in our former Reports; and the result is becoming more and more gratifying, as these principles become better understood, and are more generally appreciated.

2. The number of Institutions under our charge remains nearly the same as last year. We have recommended the removal of one School to the capital of the province in which it is situated, and we have not hesitated to recommend the abolition of three Schools at small stations, in order to enable us to enlarge the more prosperous Schools in the principal towns of the same province. During the same period we have added six probational Schools to our list.

The Institutions now under our charge comprize eight Colleges, thirty-six Preparatory Schools, and six Proba-

tional Schools. The number of scholars is as follows: which, compared with the former year, shews an increase of 823 Students:

Year.	Christians.	Mahommedans.	Hindoos, &c.	Total
1838-39,	194	1202	4331	5727
1839-40	198	1400	4952	6550

3. The stipends given to Students have diminished according to the following statement:

	January 1839.		January 1840.		Difference.	
	Number of Students.	Amount Rupees.	Number of Students.	Amount Rupees.	Number of lapsed.	Saving.
Madressa, ...	30	302	10	102	20	200
Sanscrit College, ...	49	326	43	315	6	11
Benares Seminary, ...	1	8	0	0	1	8
Ditto College, ...	85	216	56	170	29	46
Agra College, ...	66	181	54	146	12	35
Delhee Institution, ...	83	348	55	238	28	110
Ditto College, ...	6	24	4	17	2	7
Bhagulpore Hill School, ...	53	79	62	93	0	0
Total,......	......	......	......	1081	98	417

4. During the year of report our attention has been particularly directed to improve the system of instruction in our Schools and Colleges, in consequence of the desire expressed in your Lordship's Minute that all the Institutions under our charge should be placed in a more efficient condition. Our first object was to examine the situation and plan of each School-house, the number and

activity of the Members of the Local Committee, the character and efficiency of the Masters, and the number, progress, and attainments of the Scholars. In our enquiries we derived great assistance from a report of our President, who visited and carefully examined three of our Colleges, and seven of our Schools, in the Upper Provinces: and he has favored us with a report on the state of all these Institutions. We shall avail ourselves of this document in the following report, as it has afforded us the means of stating more at length, and with greater confidence, the condition of these Institutions, the causes of success or failure, and the means to be pursued in remedying defects, and in preventing their recurrence.

5. Our first improvement has been the erection of commodious School-houses at the stations where they did not exist. The situations and plans which we recommended for these School-houses combine a central position, and a good and carefully preserved ventilation, with a sufficient space for play-grounds attached to them, furnished with the proper means of healthy recreation. These objects have been powerfully seconded by liberal local subscriptions, from private individuals. In this manner we have built during the year six new School houses, and have completed the purchase, and we are proceeding with the repairs of the large and most convenient building at Chinsurah* for the accommodation of the College of Mohammud Mohsin. We are making arrangements for the erection of several more School-houses, and of a large building at Dacca for accommodating the College; the want of which we find is much felt.

6. The introduction of an uniform plan of study had become the more necessary, as we found the method of

* These repairs have since been completed

instruction at present followed in some of our Schools was often a wearisome formality, with little animation, and no attractiveness. In other Schools the studies appeared to be too superficial and mechanical: In all there was a want of correspondence and connexion between the Junior and Senior Classes; and still more between the Preparatory Schools, and the Colleges. We have remedied this defect by arranging a plan of study in the different Classes and Institutions, from the most elementary branches of learning to those departments of Science, which are most important in this country. In the preparation of this plan the assistance which a knowledge of one branch of Science affords the Student in acquiring another has not been neglected. We considered that it was an object of more importance that the Master should teach well, than that he should teach much; and that a knowledge of principles should be conveyed with their practical applications in the form of judicious questioning, more with the intention of developing the intellectual faculties, than as a mere exercise of the memory, which up to a certain age is remarkably tenacious, in the youth of this country. With the same intention the plan of writing from dictation has been generally introduced as an excellent means of accustoming the Scholar to write neatly and correctly, to collect ideas with attention, and to arrange them with propriety. We have also introduced into all our Schools the study of objects; or of real knowledge as distinguished from merely verbal; and we have directed that the Scholars and Students should be thoroughly examined every year, in all the branches they are professedly taught.

7. A Code of Regulations for all our Schools and Colleges, with a list of Class Books, and the time to be devoted to each, prepared by our Secretary, has been printed and circulated through our Colleges and Schools, and sent to those Gentlemen who are known to take an

interest in the Education of the Natives for their suggestions. This Code, with the observations that have been made upon it, has been carefully revised by a Sub-Committee of our number, and has been approved of by us. (See Appendix No. V.)

8. To attain the objects we have in view, we have impressed upon our School Masters the necessity of acting upon the feelings and dispositions of the Scholars, no less than upon their hopes and fears; by the promise of distinction in case of diligence and good conduct, and disgrace in case of negligence and idleness. We have also represented to them that the infliction of corporal punishment should be avoided, and that the rewards should be given to moral as well as intellectual qualities; not merely to clearness and quickness of comprehension, but likewise to diligence, perseverance, cheerful docility, and unexceptionable regularity of conduct.

9. At all our Institutions we have experienced a difficulty in keeping the pupils long enough at the School to carry them on to the higher branches of Scholastic learning. At present, as soon as the pupils have qualified themselves for filling private offices, or for obtaining inferior Government situations, they generally leave the School, for the want of means to support themselves, and thus frustrate our desire to afford the Students a superior education. We have endeavoured to remedy this defect. Should the Student have distinguished himself in his preparatory studies, and have arrived at a certain stage of his progress, an allowance will, in future, be granted him to enable him to remain at College; and as his knowledge increases this allowance will be increased. During these last years of study, the Students attention will be particularly directed to those practical courses of

study, a knowledge of which is most required in this country, in order to raise up an intelligent class of men prepared to occupy important situations in this country on leaving College. We beg leave to refer your Lordship to our letter No. 1035 dated 30th October 1840, in which we have explained in detail the plan which we propose to follow in our attempt to improve our institutions, and to raise the acquirements of our Students. (See Appendix No. 2.)

PROBATIONAL SCHOOLS.

10. The favourable condition of certain Schools, the conductors of which had applied for assistance, induced us in several instances to take them probationally under our charge. We did this the more readily because we found that the cost would be small, and the benefit to the neighbourhood considerable. In some of these cases the local funds were large, and the prospect of success so encouraging that we might have been inclined to take the Schools under our charge altogether; but we have learned from experience, that an institution which has made rapid progress, under the superintendence of an individual of energy and influence, may quickly fall into decay when that superintendence is removed, and we have therefore preferred giving our advice and assistance only to these Schools, until time should enable us to judge of the permanent good they were likely to produce; and also until our resources are sufficient to justify us in receiving them into the number of our Establishments. In these Schools the same system of instruction is pursued, and the same periodical returns are required. We have also established Superintendents over some of these Schools, whose duty it is to examine and report on their state periodically.

We assist them too, by donations of class and prize-books, and other necessaries. As a further encouragement we propose giving to each* of them a Junior Scholarship at the College under which they are arranged. These Schools, are, under the College of Mohammud Mohsin, Hooghly, the Tribany, Omerpore, and Bancoorah Schools: under the Benares College, the Jaunpore School; and under the proposed Dacca College, the Burisaul and Sylhet Schools.

LIBRARIES.

11. We have continued to add such works as seemed to be required in the Libraries of our different Institutions: and have introduced a form of annual returns, which will exhibit the state and condition of the Libraries, and will ensure proper care being taken of the books.

To encourage the more general use of the Library-books, we have offered an annual Gold Medal to each of our Colleges, and a Silver Medal to each of our Schools; to be awarded to the Student who has made the greatest progress during the year, in the knowledge attained from the study of the books in the Library. A detail of this measure will be found in the Appendix (No. 2, p. cxxxv.)

12. The Local Authorities have been requested to inform us of all donations to our Libraries, as we find that many valuable gifts have been received. Sometimes, we are afraid, without due acknowledgement being returned. We expect that from these sources our Libraries will be much increased; and we are also desirous of adding a Museum to each of our Schools and Colleges, which may become the repository of models, natural productions, &c. of the place.

* We have added a few remarks on the state of each of these Schools, after our remarks on the respective Central Colleges.

FINANCE.

13. A strict attention to economy in all the departments of our Institutions has enabled us to improve the situations of many masters whose successful exertions have deserved such encouragement.

14. We have also improved the apparatus of many of these Schools without encroaching upon our capital, as will be seen by the following Abstract:—

ABSTRACT.

				Annual.					
Receipts.									
Cash Balance of last year,							8,653	2	6
Cash Balance in the hands of the Government Agent on the 1st May 1839, ... Rupees	8279	2	8						
Interest of the Capital,...	37,461	5	4						
Company's Paper sold,...	11,592	13	4						
Interest, &c. from Government Agent on account of the General Fund, ...				57,333	5	4			
Parliamentary Lack, ...				1,06,666	10	0			
Separate Grants to Schools and Colleges,				83,083	2	0			
Miscellaneous receipts for Schools and Colleges, &c., ...				2,22,130	6	4			
							4,69,213	7	8
							4,77,866	10	2
Charges.									
Allowance of the Secretaries, Principals and Superintendents....................				37,798	9	11			
Ditto of the English Teachers, ...				1,85,810	12	8			
Ditto of the Moulavies,.........................				37,814	2	1			
Ditto of the Pundits, ...				26,358	4	3			
Ditto of the Servants, ...				20,102	9	1			
Stipends to the Students, ...				18,447	12	8			
Library and School Books and Contingent Charges, ...				1,27,658	9	1			
							4,53,990	13	9
							23,875	12	5

COLLEGE OF MAHOMMED MOUSIE, HOOGHLY.		
1-9th Share of the Syudpore Trust Estate,	10,665 5 11	
Balance of purchase money for the College Building, ...	1000 0 0	
		11,665 5 11
Balance		12,210 0 6

A more detailed statement will be found in Appendix (No. VI.)

15. We regret to be obliged to remark, that with few exceptions, we have received but little assistance from Gentlemen officially connected with our Local Committees. With the energy and intelligence of the Teachers however, and with the general progress of the Students, attending the Government Institutions, we are well pleased. The latter now commence their studies at an earlier age, and pursue them, as we have already stated, in a more systematic manner than in former years.

16. From the more definite scheme of instruction now introduced into our Schools, and from the more active superintendence of Local Committees, acquainted with the theory of education, we expect that great advantage will result. On the exertions also of the Masters, versed as they now are in the practical details of the system in which the Schools are worked, and convinced of the interest and importance of the great task committed to them, of raising the moral and intellectual state of the Natives of this country, we confidently depend. These circumstances induce us to look forward with increased confidence to the ultimate success of our labours; to raise an intelligent class of Natives, versed in the English Language and in the Sciences of Europe, who will in their turn convey their knowledge to their less

enlightened countrymen, through the medium of their own language.

17. After these general remarks on the manner in which our system of Education is organized, we shall next proceed to report upon the state of each Institution.

DIVISION I.

SOUTH EASTERN PROVINCES.

THESE CONSIST OF THE SCHOOLS IN BENGAL, ORISSA AND EASTERN PROVINCES.

SECTION I.—BENGAL.

HINDOO COLLEGE.

SUB-COMMITTEE.

Hon'ble Sir EDWARD RYAN, *President.*
Hon'ble A. AMOS.
C. H. CAMERON. } Esqrs.
J. C. C. SUTHERLAND. }
Major R. J. H. BIRCH.
Doctor GRANT.
and
Doctor WISE.

24th Year.

18. At the close of 1838 there were 475 Scholars on the College List, and there are now 533; of whom the School Society pay for 30, the free Boys are 59, Donation

Scholars 24, and the remaining 420 pay for their education, at the rate of five rupees a month. This number would be increased were more ample accommodation provided for the students. Arrangements are now making for that purpose.

JUNIOR DEPARTMENT.

19. There are 372 Scholars in this department; of whom 24 are Donation Scholars, 34 are free, and the remainder pay at the rate of five rupees a month. These Scholars are divided into nine classes. After a careful examination, our Secretary had much pleasure in stating that these classes were all in a very favourable condition at the end of the year. This was more particularly the case with the three senior classes, under the particular care of Mr. Jones, the Superintendent of this department.

20. The senior class had read the Poetical Selections, No. 2, printed by the School Book Society, and No. 5, Pros Reader. Each of the boys was examined in explanation and Grammar, in a piece of prose, which they had not read before, and they generally acquitted themselves with great credit. In Arithmetic they had gone as far as fractions and they exhibited a correct knowledge of the subject. The other studies of the 1st class are Geography, and Bengallee, Reading and Writing; in which they acquitted themselves very well. There was, however, a very considerable inequality in the acquirements of the boys, in some of the classes of this department.

21. The junior classes were engaged in more elementary studies as they descend. The general state of these classes was satisfactory. The state of Baboo Ramchunder Mitter and Mr. Mathews' classes afforded the examiner particular satisfaction.

22. Mr. Hare kindly examined the six last classes of this department. With very few exceptions, he found the reading and pronunciation of these classes extremely good; and he considered that they had made satisfactory progress during the year.

23. Baboo Russomoy Dutt examined the junior department of this College in Bengallee. They were required to translate the Bengallee passages from the English Readers, and into English passages from Bakyabully and Poshabully, which they had read, as well as passages from Digdurshun, which they had not read. The result of the examination proved that the students had made improvement in this important branch of their studies since last year.

SENIOR DEPARTMENT.

24. This department consists of 161 Students, divided into 5 classes, as follows:—

Class	Pay Students	Free	School Society	Total
1st Class	5	9	13	27
2d	15	5	7	27
3d	21	5	7	33
4th	34	2	3	39
5th	31	4	0	35
Total,	106	25	30	161

5TH CLASS.

25. This class consisted of 35 students, of whom two were absent. Our Secretary first examined the class in Reading, Grammar, History, Geography, Arithmetic, and Natural Philosophy; and was satisfied with the manner in which they in general answered the questions put to them. The class, however, was unequal, and had laboured under the disadvantage of being without one of its

Masters for several months of the last year. The progress they had made since the appointment of the present Teacher, will exhibit, it was believed, a great improvement at the next annual examination. The prizes were awarded as follows:

Reading, Meaning and Grammar, ...	Mohendronauth Bose.
History and Geography,	Rajendronauth.
Natural Philosophy, ...	Abotarchunder Gangule. Juggodishnauth Roy.
Arithmetic, ...	Anundchunder Mojoomdar.

26 In Geometry this class forms two divisions. The 1st was required to demonstrate a difficult proposition in the 2d Book of Euclid They all demonstrated it; but with more or less neatness and correctness, and our Secretary was much pleased with the excellent manner in which Mr. Clint had taught these, and the other classes. He placed the following students in the order of their merit; the first being the best, to whom he awarded the Mathematical prize.

Juggodishnauth Roy.
Protabchunder Ghose.
Anundchunder Mojoomdar.

4TH CLASS.

27. This class consists of 40 Scholars; of whom 10 were absent from sickness, or other causes. They formed two Sections.

Our Secretary examined this class by selecting a portion of Pope's Homer's Iliad, which they explained, and parsed very well. He considered Gobindchunder Deb deserving of the prize for Literature.

28. In History and Geography, he found them less ready; which was owing to the absence of one of the Masters for several months during the past year. He placed them in the order of their merit; the first being the prize student.

Koylaschunder Mookerjee.
Nobinchunder Ditto.

29. In Natural Philosophy, their answers were less ready and accurate; and the want of a small Philosophical Apparatus was much felt in this class. Keesubchunder Ghose gave the most satisfactory answers in this division.

30. The second Section was in a less satisfactory condition. They were very defective in Natural Philosophy.

Neither Section answered questions so readily nor correctly in Geography as they ought to have done, which is attributable to the long absence of one of the Masters. The Examiner considered Serenauth Sein as the prize student in Natural Philosophy and Geography.

GEOMETRY.

31. Our Secretary examined the first division by requiring them to demonstrate a difficult proposition in the 2d book. They in general demonstrated the proposition with neatness and correctness. He was inclined to place them in the following order of merit, the first being the best both in Geometry and Algebra, and to whom he awarded the Mathematical prize.

Prosunnochunder Ghose,
Koylaschunder Mookerjee,
Gobindchunder Dey,

Keesubchunder Ghose,
Rajmohun Mitter,
Chundichurn Dhor,
and
Prosunnochunder Paul.

The boys of the junior division were much less accurate in their answers; but will soon improve under Mr. Clint, their present Master.

32. All the classes of this department were examined in their knowledge of the Bengalee language by Baboo Russomoy Dutt, who required them to translate both from the English into Bengalee, and from Bengalee into English. The former from Digdurshun, Russell's Modern Europe, Hume's History of England, and the Acts of the Supreme Government of India, and the latter from Digdurshun. Hitopodes, and Probodh Chundrica. The result was satisfactory.

3RD CLASS.

33. This class consists of thirty-one Students. The examination of the Literary department was undertaken by Dr. Grant, who has kindly favored us with the following report.

"Certified that I carefully examined the boys of the 3d class Hindoo College on the 17th, 20th, and 22d. Instant, in English Literature and History. Each Student read, parsed, and gave the meaning of a portion of Milton's Paradise Lost by turns, being admitted only one by one, and examined in the same passage. Their reading on the whole was pretty equally good, and some of them are remarkably and very creditably free from that peculiar accent that usually besets the reading of native lads.

Milton is an author fraught with so many references of an ideal, Mythological, Historical, and Geographical nature, that every line of the Paradise Lost suggests a series of questions which, to answer satisfactorily, must of itself indicate considerable progress in knowledge. In this department I was much gratified at witnessing the manner in which the Students generally acquitted themselves."

"During the past year the class, I understood, had not, from unfortunate circumstances, been able to cultivate historical reading for more than two or three months, I would earnestly suggest the necessity of more extensive and sustained acquirement in this field of knowledge. Some of the senior boys acquitted themselves pretty well in replies to questions in Ancient Roman History, and almost all very creditably (generally speaking) in English history of an elementary character from the Heptarchy to the death of John."

"In relative history they are, from want of due opportunities, deficient, very few of them appear to have definite ideas of who the Saracens were, and several were not aware even that they were Mahammadans; while others could not say in what century Mahammad flourished, or what was meant by the Hejra."

"With respect to the enclosed comparative list, I have to explain that I have taken the figure 7 for the highest degree of proficiency in the class. I have marked with red ink opposite to their names the students who deserve, in my opinion, to receive prizes. The palm of excellence lies betwen *Gobindchunder Dutt* and *Doorgachurn Laha*, which I have indicated by a red asterisk. I am inclined to think that the former of these should have the chief prize conferred upon him, as, in addition to his other claims, he is a very smart boy. The next in claim is

Peareechurn Sircar, and I have put a red cross opposite *Gooroochurn Chuckerbuttee's*, and *Girischunder Ghose's* names, as deserving of prizes. Perhaps the Managers may also feel inclined to single out others in the list for rewards according to the number of their standing in that list as classified by me."

34. Our Secretary examined the two divisions of this class in Mathematics.

The 1st division consists of three, and was tried by a difficult proposition in the 6th book of Euclid. Two of the students demonstrated it with correctness, and one failed: They are placed according to their merit.

Ganendromohun Tagore.
Pearemohun Sircar.
Bholanauth Dutt.

35. The second division consists of twenty-five scholars. These were tried by a proposition of the 4th book of Euclid, 4 failed, 16 demonstrated it with difficulty, and 5 with neatness and precision. These last he has named in the order of their merit.

Nearly alike { Nobinkissen Mitter.
Isserchunder Roy.
Gobindchunder Mojoomdar.
Nundcumar Chowdhury. }
Goroochurn Chackrobutty.

36. This class was tested in Trigonometry by three questions; of these exercises, the answers of Gobindchunder Mojoomdar are the neatest, most correct, and performed in the shortest time.

37. In Algebra they were tried by three questions in Quadratic Equations. Five were absent, or did not answer the questions. Three of the exercises were all incorrect; in twelve only one, and in ten two questions were correctly answered. Pearechurn Sircar answered the three questions correctly, and to him the Mathematical prize was awarded.

38. In Arithmetic they were tested by two questions, one on Division of Decimal Fractions, and another on the Square Root; 18 answered neither question correctly, five answered one question, and three answered both questions. These were—

Bemolachurn Day.
Pearemohun Sircar.
Madhubchunder Ruddro.

The first named deserves the prize.

2D CLASS.

39. Our Secretary examined this class on the 14th and 15th February, in Literature. It consisted of twenty-seven Students, of whom twenty-five were present at the examination. This was done by examining them separately in reading, and explaining a portion of one of Bacon's Essays, which they had not read in the class. They all read well, and for the most part explained the difficult part selected with much precision. There was however a considerable difference in the acquirements of the Students of this class; indeed all read, with very few exceptions, with a correct accentuation, and with a degree of accuracy, which proved the care with which they had been taught, but there was a considerable difference in the accuracy and copiousness of their explanations. The difference

was particularly evident in a passage of Cowper's Task, which they each read and explained separately. He placed the Students in the following order of merit, and awarded the prize of Literature to the first named Student:

Bhoobunmohun Goopto.
Sarodapersaud Ghose.
Sreecund Bhowdhoory.
Sereram Chatterjee.
Peary Laul Goopto.
Woomeschunder Ghose.
Chundernauth Dutt.
Kissenchunder Ghose.
Serenauth Bose.

40. The passage in the Task was almost invariably well read, and the explanations were generally correct. The best Students of this class stood as follows, with reference to the manner in which they read Poety:

Sarodapersaud Ghose.
Bhoobunmohun Goopto.
Shamachurn Bose.
Sereram Chatterjee.

41. The passage had an allusion to North America; and our Secretary took the opportunity of asking some questions on its Divisions, Governments, &c. In general the answers were neither so ready, accurate, nor copious as he expected.

The following is the order of their merit in Geography;

Shamachurn Bose.
Chundernauth Moitry.
Beharylall Dutt.
Girishchunder Day.

1st CLASS.

42. The following is an outline of the Scientific acquirements of the 1st and 2d Classes:

First.—"The three first pupils of the class solve questions, in pure or mixed Mathematics, the Differential and Integral Calculus included; they are at present occupied with finding all the circumstances of the visible Lunar and Solar Eclipses. In February and March next, the Professor proposes to indulge them in their desire of learning that calculation, particularly as the Natives consider this, as the acme of Mathematical learning. The rest of the Class, owing to their too frequent absence, are not so far advanced as they should be, nor are they very perfect in what they have learnt, viz. Plane and Solid Geometry, Plane and Spherical Trigonometry, and Conic Sections, 1st and 2d degrees in Algebra, Compound Interest, and Annuities. They are also finding the Areas of curved surfaces, and the columns of bodies of revolution, and the Elements of Natural Philosophy."

"The Second Class is, generally speaking, superior to the First Class; their studies, with the exception of Spherical Trigonometry and Conic Sections, is much the same. One pupil, Bholanauth, is acquainted with all that has been taught to the 1st Class."

43. These acquirements of the 1st and 2d Classes were tested by a set of questions kindly prepared by the Hon'ble Mr. Amos. They were answered in the following manner. The Students who competed for this prize were assembled in the College Hall with pen, ink, and paper; but, without books. Each Student was placed at a separate desk, and the questions were then given out to the Students by our Secretary. They had no previous know-

ledge of the questions. The answers when written were delivered to our Secretary, who remained in the room during the examination, the Students not being allowed to consult books, or communicate with others, or leave the room. The written answers were afterwards examined by Mr. Amos. In his letter to our Secretary he states.—

44. " The progress of the Students is very satisfactory, and reflects great credit upon them, and upon their Teachers."

" As a circumstance of some interest connected with the answers to the questions, it will be observed, that whilst so many Natives around us have been bewildered and terrified by the recent Eclipses, we have before us the diagrams and calculations of the youths of the Hindoo College explaining the causes of these celestial phenomena, and shewing the exactitude with which the times of their occurrence, their duration, extent, and every remarkable circumstance connected with them may be ascertained previously to the event."

" But it is less to the advantages of physical knowledge, however the mind may thereby be enlarged and exalted, that I look as the result of the Mathematical studies pursued at the Hindoo College than to the discipline of the intellectual faculties. I cannot but think that the youths who have distinguished themselves at the present Mathematical Examination, must have acquired such habits of precise thinking as cannot fail to elevate them in the scale of rational beings, and, in time, to overcome defects of national character, to which, of one kind or another, the inhabitants of all countries are subject."

" As on the last occasion, I cannot forbear to observe that the distribution of Prizes is frequently more produc-

tive of harm than of benefit to the successful candidates; but that this entirely depends on the effect which young men suffer them to have upon their own minds. They should regard prizes simply as inspiring them with confidence, that, by a continuance of unremitting industry, they may one day accomplish objects deserving the admiration and gratitude of that community, in whom, by their present success, they have raised hopes of their future excellence. Such hopes are often blighted by vanity, presumption, and indolence, which too commonly result from early reputation; but if the Students will conquer these weaknesses, the Prizes placed in their hands may satisfy them that there is every probability of their being able to realize the expectations which the public has formed."

45. Their Historical knowledge was tested in all respects in a similar manner to the Mathematical examination. The questions were prepared by Mr. Cameron, and the answers examined by him. He has favoured us with the following remarks on the manner in which these questions were answered:—"The Historical questions put to the Students this year were 22 in number. They relate to Grecian, Roman, and English History; and a few of them to the History of Philosophy and Literature."

"Their answers were written in the manner described above. Many of them showed a considerable stock of Historical knowledge."

"Sir E. Ryan, Sir H. Seton and I, after comparing them very carefully, agreed in thinking that the Prizes should be awarded to Gopaulkissen Ghose."

46. "The following answers to the first and twentieth questions are selected as favourable specimens of his knowledge, and of his command of English."

Question. Give a short account of the Athenian expeditions to Sicily in this Peloponnesian war; mentioning the names of the leaders, and the death of such of them as perished in Sicily, and the effect which the behaviour of the Athenian people to Alcibiades had upon the success of the expedition?

Answer. "The Athenians committed the charge of the expedition against the Syracusans to Nicias, Alcibiades, and Lamachus. At first all their attempts were attended with success, and the Syracusans, besieged in their capital, were reduced to the utmost extremity through want of provisions. But the arrival of Gyllipus, the Spartan General, soon changed the face of affairs. And the subsequent defeats of the Athenians, both by sea and land, rendered their situation quite desperate. But the timely arrival of Demosthenes' fleet revived their hopes, and would have ensured them success had it been properly used. But Demosthenes rashly determining to storm the heights of Epipotie, in which he failed and made their situation worse. After twice failing in their attempt to escape by sea, the two commanders Nicias and Demosthenes, determined to lead their army by land. The superstition of Nicias in delaying the march of his troops on account of an eclipse of the moon, and his easy credulity in believing the friendly suggestions of Hermocrates, the crafty Sicilian General, proved the utter ruin of his army. The Sicilians being in possession of all the important pasees of the country, the Athenians were continually harassed in their retreat, and the two divisions of the army being separated in a dark night, were obliged to surrender as prisoners of war. Nicias and Demosthenes were soon after executed. One of the principal causes of the defeat of the Athenians was their recalling Alcibiades to answer the charges preferred against him by his enemies at home. The other

Generals, namely, Lamachus, Alexander and Euremedor, were killed in battle.

Question. Are the two translations of the Iliad of Homer, and the Æneid of Virgil, written in the same measure?

Answer. "Both these translations are written in the heroic measure. But Pope, who made Dryden his model, has excelled his master in some of the beauties of style, he has added precision and correctness to the loose but vigorous style of Dryden."

47. The subject for an Essay was "moral courage." It was selected by the Right Hon'ble the Governor General. The boys had no knowledge of the subject until it was given out to them by our Secretary. The Essays were composed without reference to books, and the boys were not allowed to leave the room until they had completed and delivered them over to Secretary. The Essays were examined by His Lordship. The prize was awarded to Doyal Chunder Rey, whose Essay will be found in Appendix No. VII.

48. The Literary acquirements of the Senior Class were carefully tested by our President, Mr. Cameron, and Dr. Grant; in passages of Prose selected from Bacon, and in passages of Poetry selected from Milton and Pope. The boys had no previous knowledge of what book would be selected. The same questions were put to each student, and each was examined alone, and removed after his examination to another room, in order that none of the questions might be communicated to the boys who had not been examined. This examination were conducted in three days; nearly six hours each day were occupied in the examination. The examination was very satisfactory.

The following is the order in which they stood at the end of the examination. The first being the Prize Student:

Gopaul Kisto Ghose.
Doyal Chunder Rey.
Kallykissen Mullick.
Joges Chunder Ghose.
Bholanauth Chunder.

CALCUTTA SANSCRIT COLLEGE.

Sub-Committee.

Hon'ble Sir Edward RYAN, President.
Hon'ble W. W. BIRD.
J. C. C. SUTHERLAND, Esq.
Major R. J. H. BIRCH.
T. A. WISE, M.D.

19TH ANNUAL REPORT.

49. The total number of Students attending this College at the beginning of 1839, was 129; and at the close of the year the number had decreased to 111. These Students are divided into seven classes, exclusive of the Mathematical class, which consisted of those who attend at the same time the Rhetoric, Logic, Theology, and Law classes.

50. The 1st Grammar class acquitted themselves satisfactorily at the examination, and exhibited considerable progress since last year.

51. The 2d Grammar class did not show so much progress as could have been expected. This was not

owing to any want of attention, dimunition of industry, or zeal on the part of the Pundit; but arose principally from the great number of the pupils attending this class. This defect has been remedied by the formation of a third Grammar class, and it is hoped that this arrangement will be attended with success.

52. The Sahytiya or General Literature class, consists of 15 Students. The examination was not satisfactory. There seemed to be no deficiency in energy on the part of the Pundit, but a langour and inactivity, on the part of the Students. This indifference to their studies it is hoped will be remedied, by the proposed institution of pecuniary scholarships to the meritorious students, and by the dismissal of the students on whom admonition has been found unsuccessful.

53. The Pundit of the Alankara, or Rhetoric class, seems to be very successful in the method of teaching he has adopted. The progress of the Students, was alike creditable to the teacher and the boys.

54. The progress of the Vedanta or Theological class was satisfactory. Our colleague Mr. Sutherland kindly undertook the examination of candidates for Law Certificates; but was not pleased with the attainments of the scholars. He attributed this to the unfitness of the Pundit deputed to take charge of the Law class. He was a Grammar Pundit, and chosen to hold the office probationally. Since the Committee have appointed Bharrut Chunder Seromony, the Pundit of the Zillah Court at Burdwan, as Law Professor, it is hoped that the attainments of pupils under him will prove satisfactory at future examinations.

55. The Neya or Logic professorship is now conferred on an able Pundit, and great improvement is anticipated

at the next examination; from the progress which has been made by the pupils during the short period they have been placed under him.

56. The Committee find that the Students of the Natural Philosophy Class do not much like the instruction given them in that Science, through the medium of the Bengalee language. They would prefer being instructed in English.

MADRESSA COLLEGE.

SIXTIETH YEAR.

Sub-Committee.

Hon'ble Sir E. Ryan, *President.*
" W. W. Bird.
" H. T. Prinsep.
J. R. Colvin, Esq.
F. Millett, Esq.
F. J. Halliday, Esq.
J. C. C. Sutherland, Esq.
Nawab Tawahur Jung.
T. A. Wise, M. D.

ORIENTAL DEPARTMENT.

57. The Students attending the Arabic Department at the beginning of the year amounted to 159; of this number 25 belonged to the stipendiary, and 134 to the non-stipendiary class.

The number of Students attending this department, as compared with the preceding year, has been increased by six Students.

58. The following Gentlemen kindly undertook the examination of the different classes: the Hon'ble H. T. Prinsep, the Law Class; Mr. J. Hawkins, the Regulation Class; Cauzee Golam Shobhan, the Chief Cauzee of the Sudder Dewanny Adawlut, the classes in Logic Mathematics and Arithmetic; and Captain Ouseley, the class of General Literature and Law studies, of the Junior Students.

59. From the Report of the Hon'ble H. T. Prinsep which we beg leave to transcribe, as well as that of Mr. Hawkins, it will be seen that the Students of the Law and Regulation classes have made satisfactory progress in their different studies during the year.

60. The following is the Report of the Hon'ble H. T. Prinsep.

"Twenty-seven persons presented themselves for examination, of whom six were Students of the Madressa, and 21 persons not attached to that Institution."

Dubeeroddeen,
Asudoollah.
Rasookhoollah,
Abdoulkhalig. } *Madressa Students.*

Juhoor Alee.
Gholam Nubee.
Iamutoollah.
Rookumoddeen.
Ikamut Ulee. }

"Of these 27 the nine named in the margin, acquitted themselves at the oral examination, and by their answers to the questions given in writing so as to shew proficiency, entitling them to certificates."

"Four of these proficients were of the Madressa, and five had been educated elsewhere. I recommend that they obtain the Certificates in the usual manner."

" I have also to recommend the following Students as well deserving, although not yet entitled to the Certificates."

Fuzlool Huck,
Qabool Alee.
Mohammud Ukmul.

" If the General Committee should award to each of them a small prize it will be appropriate, and of good effect." This was done.

" I regret extremely that I was unable to give more than one day to this examination, and consequently that I could not attend the examination to test proficiency in other departments of Literature and Science. I hope my not having been able to do so will not prejudice the claims of the Students, which I hear are such as to bear out the high reputation acquired by the Madressa, as a Seminary of learning, amongst the whole Mohammedan population of India."

Mohammud Momain.
Abdool Futteh.
Dubeerooddeen.

Assudoollah.
Abdool Rub.
Sadeeb Ahmud.
Abdool Hossein.
Lala Chummun Lal.
Obedool Hossein.

" 61. Mr. J. Hawkins' report—" I have received the examination papers, and now send you my Report. The three in the first class passed a very fair examination, those in the second not quite so good, though pretty well. All the rest were very indifferent."

62. Captain Ouseley's Report is as follows:

" The number of Students in Rhetoric was 27, the class books in use during the past year were the Mutowel and Mooktaseer Manee, the best Scholar in each class merits a prize, and I beg to recommend the three

undermentioned individuals as deserving of this distinction, viz.

1. Abool Husun.
2. Abdool Jubbar.
3. Hadee Alee.

"The number of Students in the department of General Literature amounted only to ten; of this number not one has attained to considerable proficiency, with the exception of Shufeegoollah, who passed a very creditable examination, in the Subaimoullukha, a work of acknowledged difficulty: I beg therefore to recommend him for the prize in this department. It is but fair to observe that the backwardness of most of the Students in this department, arises from the short period of their having been engaged in this study, most of them were admitted to the Madressa in August last.

63. "On the 12th December I examined the classes of Grammar and Hikmut; the former consisted of 57, the latter of 20 Students, most of them recently admitted, the best Scholars in both departments are enumerated below; and I beg to recommend that prizes be conferred on them respectively, viz.

1. Muhtabooddeen.
2 Adeelooddeen.
3. Bahar Alee.
4. Daoor Hosein.
5. Kufeelooddeen.
6. Abdool Luteef.
7. Abdool Mujeed.

1. Dubeerooddeen.
2. Asudoollah.

64. "On the 24th December the classes of Asool, or principles of Law, consisting of 44 Students, were examined by me. On a careful consideration of the written and

oral exercises, performed by each individual, I beg to recommend, as eminently deserving of reward, the four following Students, viz.

1. Abdool Khalig.
2. Rookunooddeen.
3. Kufeelooddeen.
4. Qumr Alee.

65. "On the 23rd and 24th December the Junior Law class, consisting of 85 Students, were examined by me. The examination of the first Division was confined to the Hidaya, and the Law of Inheritance. On examining the answers to the written interrogatories furnished by each, and comparing them with the results of the oral examination, the undermentioned individuals were found deserving of reward, and I beg to recommend them accordingly, viz.

1. Furreedooddeen.
2. Gholam Hossein.
3. Hadee Alee.
4. Waizooddeen.
5. Mohammud Munaun.
6. Jowd Alee.

66. "The second Division was orally examined in the Ushbah Onuzair and Shurah Wugaya. The written interrogatories to which they were required to furnish answers were framed for the purpose of testing their knowledge of those books, as well as of the Law of Inheritance; the general result of the examination in this department may be looked on as very satisfactory, and I beg leave to recommend the undermentioned Students for prizes, viz.

1. Abdool Jubbar.
2. Ahmud.
3. Mudeenoollah.

4. Rookunooddeen.
5. Kufeelooddeen.
6. Deeanutoollah."

67. The Students of the General Literature class have not attained a satisfactory degree of progress, in consequence of their having joined the class at a late period of the year; which induced us to direct the Secretary to the Sub-Committee that in future the classification of the Students, and their studies be made at the beginning of the year, so as to prevent in future such an occurrence.

68. The progress of the Bengalee Department, which was examined by Captain Marshall, continues to be satisfactory.

ENGLISH DEPARTMENT.

69. We have already informed your Lordship of the unsatisfactory state of this department, and in order to place it on an efficient footing, we have considered it necessary to remove the Head Master; and replace him by a person possessing energy, and tact, in the art of teaching.

70. We have restricted the admission of Students to a certain age, have carefully classified the Scholars, and arranged their studies. As these measures are now carried into effect, we anticipate satisfactory results.

71. Owing to the very little progress made by the Students, and also to these changes having been introduced so recently, we did not consider it necessary to hold a public examination this year.*

* A public examination has, however, taken place since this Report was prepared, which evinces an increased desire on the part of the Scholars to learn English, and a degree of energy and zeal, on the part of the new Master, which promises favourable results.

MEDICAL COLLEGE.

Sub-Committee.

Hon'ble Sir Edward Ryan, *President.*
C. H. Cameron, Esq.
F. Millett, Esq.
J. C. C. Sutherland, Esq.
Major R. J. H. Birch.
Dr. J. Grant, and
T. A. Wise, M. D.

5th Year.

72. Since our last Report some very important changes have been introduced into this Institution. An additional class has been formed for the purpose of educating Native Doctors for employment in the Army, and at Civil Stations.* This body of servants was much needed, as the requisite supply of these subordinates has entirely ceased since the abolition of Dr. Tytler's Native Medical School, and the demand for their services, in the Native Regiments especially, has become very urgent. It was resolved therefore by Government, upon the recommendation of the Education Committee, to make use of the College as the means of instructing these individuals. The plan of this arrangement, and its details, were drawn up by Dr. O'Shaughnessy, who had for some time previously been desirous of forming a Secondary School of this description. Notice of the opening of this class having been previously given to the various Stations of the Army, in order that qualified youths might be

* The General Orders of Government containing the rules of this School, will be found in Appendix No. IX.

sent down as candidates. In the month of October fifty Students were selected, from a very large assemblage of young men. Upwards of twenty more remained on the list, as expectants, to be admitted as vacancies occurred.

These young men were sons of native Commissioned and Non-commissioned Officers, chiefly Mahommetans. The Hindoos amounted only to nine of the whole number.

73. Since the commencement, several of the original class have been dismissed, for misconduct; or have left the Institution voluntarily, and new ones occupy their places. Twenty additional Students have also been admitted, and the entire class now amounts to 50. They reside on the premises of the College, and receive a monthly allowance of five Rupees. To instruct the new pupils three teachers were chosen from among the English class, Sib Chunder Kurmacar, Chimunlall, and Navakrishna Goopto who, in addition to professional acquirements, possessed a competent knowledge of the Hindoostanee language. With the aid of these teachers the secondary pupils are taught the rudiments of Anatomy, Pharmacy, Medicine, and Surgery. The instruction differs from that of Dr. Tytler, in as much as the subjects are taught practically, by the aid of the Dissecting Room, Laboratory, and Hospital.

74. These Students are making very respectable progress, and it is expected that several will be ready for service in six or eight months more. At first there was some little difficulty in controulling them, but they have latterly become more manageable, and well behaved. The expence of this addition to the Institution is comparatively trifling. One hundred and ninety Rupees a month, exclusive of the stipends to the pupils, is the

increased allowance for this purpose;* whilst, by extending the advantages of the College to so great a number of Students, the comparative expence of the original class is diminished, as stated in the last Report.

75. A large Female Hospital, intended to embrace the advantages of a Lying-in Hospital with instruction in Midwifery, has been commenced, and is now ready to receive patients. This Hospital has been built by a very liberal public subscription, raised at the suggestion of the College Council. Nearly fourteen thousand rupees have been collected for this purpose, chiefly in Calcutta, and its immediate neighbourhood, marking the confidence of the public in the proposed scheme. The structure is handsome, and capable of accommodating upwards of a hundred patients.

76. The Male Hospital, which was opened in April 1839, continues to receive an abundant supply of patients of all classes, Europeans, as well as Natives. It usually contains about 70 Medical and Surgical cases; some of the latter especially are often most important. The readiness with which natives of every caste from the Brahmin downwards, avail themselves of the Hospital without objection to the religion or caste of any of the other occupants of the same ward, or even of the next beds, offers a convincing proof of the little necessity which exists, in similar Institutions, for separating the native patients from each other, on account of religious prejudices.

77. A still more complete proof of the groundless opinion of those who consider it necessary to prepare separate establishments for high and low caste Natives and Christians, will be found in the fact, that in the College

* This expence has since been increased by the appointment of a Sargeant to Superintend this department, and by the expence of improving their comforts, &c.

Hospital under the same roof, divided only by a few open arches, nearly 40 European, and other Christian patients, are constantly located. This class of patients, at the suggestion of the College Council, were transferred to the College from the Police Hospital, when the latter establishment was removed to Entally. They are partly supported by the Hospital funds, and partly by an allowance of four annas per day for each patient from the Police.

The location of these patients in the College Hospital has greatly bettered the condition of the sick themselves, and it affords a very important additional means of instruction to the Students.

78. There is a Dispensary attached to the Hospital which is open from 6 to 10 A. M., and from 4 to 6 P. M. From 200 to 300 patients are treated there daily. The Dispensary is placed under the charge of Baboo Nobinchunder Mitter, one of the passed Students of the College, and is visited also by Dr. Goodeve every morning. The College Council have ample reason to be satisfied with the manner in which Nobinchunder Mitter discharges his duty in this department.

The most requisite addition to the Hospital, however, was a European Apothecary and Steward; who have since been appointed.

79. The number of Native Students of the English class continues nearly the same as formerly. There are at present 41 Students on the foundation list, and 38 free Students, of various religions: All of them industrious, and well conducted. Amongst these young men several pupils have lately entered from the families of the European and Armenian inhabitants of the City; showing

that the advantages of the College are gradually extending themselves to the community at large, and giving further promise of the ultimate value of this Institution, as a part of the Educational Establishment of the country.

80. Ten Christian Students have been sent to the College by the Ceylon Government, and reside on the premises; and the College Council "express their warm approbation of the diligence, the rapid progress in study, and the excellent conduct of these young men." At present they are not well accommodated, but it is hoped that some arrangement will be made ere long to provide them with better quarters.*

The examination for prizes was conducted in the same manner as stated in our last Report; and the report of the Examiners was favourable as to the proficiency of the Students. The Government and Tagore prizes were presented to the most efficient Students.

81. Four Students have left the College and sixteen have entered the Institution during the year. Since the last Report seven candidates have passed the final examination; and nine of the passed Students are employed in Dispensaries at Delhee, Agra, Allahabad, Cawnpore, Bareilly, Benares, Moorshedabad, Assam, and Meerut. These Sub-Assistant Surgeons are affording great satisfaction to their immediate superiors.

85. The General Committee learned with much pleasure the success of the Dispensaries which have been placed under the charge of the Sub-Assistant Surgeons, and they trust, that the system will be further gradually

* This has since been done.

extended as pupils are fitted for employment.* In connexion with these Dispensaries, the General Committee beg to express to your Lordship the deep regret with which they learned the death of Rajkrishna Dey, undoubtedly the most distinguished Student of the Institution. The cause of Native Medical Education has received a heavy blow by the loss of this young man, who promised to become so great an ornament to the profession amongst his countrymen.

COLLEGE OF MOHAMMUD MOHSIN.
HOOGHLY.

4th Year.

SUB-COMMITTEE.

Hon'ble Sir E. RYAN, *President.*
Hon'ble W. W. BIRD.
C. W. SMITH, Esquire.
J. C. C. SUTHERLAND, Esquire.
Major R. J. H. BIRCH.
J. GRANT, Esquire.
Nawab TOWAHOUR JUNG.
T. A. WISE, M. D.

86. At the close of last year there were 1279 Scholars attending this College, and the Branch School at Hooghly;

* The Dispensary Returns for the half year, ending the 31st December 1840 are very satisfactory. The different Superintendents bear creditable testimony to the zeal and acquirements of the Sub-Assistant Surgeons. There is an increasing desire likewise, on the part of the Native community, to obtain medical aid, as the advantages of the Dispensaries are better known. The number of patients treated, and the success of the practice is highly satisfactory. A number of operations were also performed by them with success; so that the Sub-Assistant Surgeons may be considered as capable of coping with all the usual exigencies of the profession.

and at the end of the year of report there were 1409, of whom 18 were Christians, 348 Mahommedans, and 1043 Hindoos.

ENGLISH DEPARTMENT.

87. *Lower School.* There were 480 Scholars in this department, divided into twelve classes. These Scholars have continued uniform in their attention, and eagerness to learn. There was found, however, at the examination a considerable difference in these classes; the 11th, 10th, 9th, and 8th were in a satisfactory state; but from the 8th to the 2nd, the Principal was compelled to say that there was very little difference in the acquirements of the Scholars. An uniform level of acquirements was observed in these classes. This state of so many classes appeared to us to call for an investigation, which should fix the position of the pupils. This proposal consisted in reducing each department to four classes divided into as many sections as were found necessary. To the first section of each class, a superior Master was selected, with a higher salary. This Master is responsible for the condition and progress of the sections of the class. The position of the other Masters was determined by examination.

88. We are pleased to observe that there was a marked improvement in the senior class of this School, and that they read, explained in English, and parsed very well. The Principal observed "that they were most deficient in Geography, which is observable through all the classes of the Lower School." This great defect in an interesting and important branch of learning, has since been remedied. We also directed that strict attention be paid to the 15th para. of the Rules of the College which requires a certain knowledge in the different branches of study in the Junior School, before the youth is eligible for promotion to the Senior department.

89. The system of distributing tickets for regular attendance in this (as in other Schools) has acted most favorably in improving the discipline. The regularity of attendance is further encouraged by the distribution of a small prize at the end of the year to the most attentive and deserving boy in each class.

90. *Senior Department.* This Department consists of 156 Scholars divided into six classes, and the Principal states, with much more confidence, the progress and acquirements of these students, than of the junior classes. Their condition generally is stated to reflect credit on the talents and care of the Teachers.

91. The four Junior Classes of this Department were examined by the Principal and Head Master, and they have reported very favourably of the state in which they found them, both in their Literary and Scientific knowledge. We remarked, however, in some of the classes a deficiency in some branches of study, which had been neglected. The Principal will, it is hoped, correct this in future. We proposed that each of the Masters should devote himself more particularly either to Literature or Science, and should teach the same branches in two or more classes; so as to enable the Masters to improve themselves more particularly in those branches, to the study of which they may be most inclined.

92. The 2d class of this department was examined by the Revd. F. Fisher, who favored us with the following report on the state in which he found it in.

"The examination of this class I cannot but consider, on the whole, most satisfactory.

"The manner in which the boys read poetry is, for natives, very fair. As also the knowledge they possessed of the collateral History and Geography. The accent

however is still peculiar and disagreeable to an English ear; and I should imagine capable of improvement only in the lower classes. The answers to the questions in Geometry, Algebra, and Natural Philosophy, were generally correct. A little more practice in the writing out of propositions might perhaps be advisable, as it tends to the clear expressions of ideas, and therefore, for natives who are quick in their first perceptions, very important. In the Translations as far as I could judge, the modes of expression were well chosen, and with two or three exceptions, the language and grammar very correct. The class appear decidedly to shew the greatest proficiency in History. The answers have generally been most faithful, and the boys appear to possess a full and comprehensive knowledge of this subject. There is only one thing more which I am called on to notice, and which, if possible, needs a little correction. With the exception of the Translations the answers given in English, to the different questions, were expressed too much in the native idiom. I might allude particularly to the frequent omission of the article."

93. Our Secretary examined the 1st or Senior class, and has forwarded the following report on the state in which he found it.

"The 1st or Senior class consists of twenty-two Students, of whom twenty-one were present at the examination. Each of these Students was examined separately in reading, and explaining a portion of one of Bacon's Essays, which they had not studied in the class.

94. "Six of these Students read very well, and all with correctness, and a good pronunciation, proving that care had been taken in their tuition, and a creditable improvement made during the year in this branch of their studies. The following is the order in which the

most proficient stood, with reference to their reading and explanation. The best being put first, and being entitled by this examination, and the Historical exercises, to the prize for Literature:

Bolorain Bisswas.
Nobinchunder Das.
Jadubchunder Mitter.
Bhobanechurn Mullick.
Isserchunder Muddock.
Kaleedas Mookerjee.
Girishchunder Ghose.

95. "I next examined them in a difficult theorem in the 6th Book of Euclid. Six were not able to demonstrate it, nine did it imperfectly, and six demonstrated it readily and correctly. The following is the order of their merit, the first being the Prize Student:

Kaleedas Mookerjee.
Bolorain Bisswas.
Nobinchunder Das.
Digamber Bisswas.
Gungachurn Shome.
Bholanauth Ghose.

Their attainments in Geometry were further tested by a difficult problem; which they all answered in writing, with more or less accuracy, without assistance. The result was nearly the same as above.

96. Their skill in Algebra was tested by 10 questions; and in Natural Philosophy and Astronomy, by 18 questions. The answers were given in writing without assistance; were generally correct, and evinced considerable familiarity with the subject. The performance of Jadubchunder Mitter and Kaleedas Mookerjie were the best."

VERNACULAR DEPARTMENT.

97. The progress of the different classes in their knowledge of the Bengalee language has been such as to evince the attention and intelligence of the different Pundits, and soundness of the rules established by Obhoychurn Turkopunchanun, the Superintendent.

98. The first and second classes translated each a piece of Poetry, into the Bengalee Language. These translations were carefully examined by two Pundits who awarded the prize in the 1st class to Boloram Bisswas, and Jadoonauth Banerjee. The translations of the 2nd class were good. The exercise of Omeschunder Bose was the best, and that of Kristochunder Saha the second best.

Your Lordship was pleased to offer a watch to the Student who made the best translation of Bacon's Essay on truth.* Mr. Marshman has kindly favored us with the following report on the four best translations.†

"The Translation marked No. 1, by Huru Chunder Ghose, appears to me in every respect to claim the pre-eminence. The youth has not, in some few instances, caught the exact meaning of the author, but the general character of the translation is fidelity; and some of the most difficult passages have been rendered with an accuracy and a just appreciation of the beauty of the original, which is surprizing. The style of the Bengallee is remarkable

* The silver and gold watch your Lordship has subsequently been so considerate as to offer for the best translation into Bengalee, will be soon adjusted. The Senior Students of the Hindoo and Hooghly College will compete for these prizes. The person who makes the best translation will receive the gold watch, and the silver watch will be awarded to the Student who has produced the best translation, in the other College. No assistance will be allowed.

† Dated the 16th December, 1840.

for purity and classical excellence, the writer has a knowledge of his own language, which is rarely met with in young men whose time is devoted to English studies; and very great credit is due to the instructions which he has received in his own tongue. If all the alumni of our Colleges could write Bengalee with equal ease, and chasteness, the reproach would be removed, that in their eagerness for the acquisition of a foreign language they had forgotten their own.

"The Essay marked No. 2, by Giris Chunder Ghose, may be considered as in some respects inferior to the first. The translation, though generally good, is not so accurate, and the Bengalee style is perhaps more bare. Yet it is a very creditable performance.

"The two remaining translations 3 and 4, prepared by Bhobanee Churn Mullik and Gungachurn Some, are on a par with each other, and inferior to each of the preceding. The youths have evidently made much progress in the knowledge of English, but they are not sufficiently advanced to be able to comprehend Bacon aright. Hence the sense of a considerable number of passages has been mistaken, and they have not always apprehended the connection between one sentence and that which preceded it, whereby the translation becomes occasionally unintelligible to those who know not the original. But the general character of their productions, both as translations and as Bengalee compositions, shews that they are under good tuition, and that nothing is wanting in their case but more lengthened study.

"The Essay given to them, is one which from its deep metaphysical character, it is not easy to put into Bengalee. Yet the mode in which the two inferior Students have acquitted themselves, shews, that they would find little

difficulty in translating easier works. Nothing perhaps would conduce more to their improvement in a knowledge of the English language, than to devote a small portion of each day to translations on paper; one day translating a portion of some English work, without aid, into Bengalee; and on alternate days translating some Bengalee exercise into English, also on paper. Their work should then be subject to the revision of their Tutors. The fag of the teacher would perhaps be heavy, but the result would amply compensate for the labor. Both Tutor and Scholar would daily feel that solid progress was made in the language.* After this has been pursued for a year or two, the labor of writing might be dispensed with, and the Student might be required to translate, by word of mouth, some work in Bengalee or English daily. There is nothing which gives so accurate a knowledge of a language as the necessity of translating it into another.

ANGLO-PERSIAN DEPARTMENT.

99. This department consisted of 50 Scholars of whom 18 only are Mahommedans. These Scholars are divided into three classes. The boys of the two last classes are quick, and for the short time they have attended this department have made very considerable progress. The Senior class is not so equal in acquirements as the other classes, and its progress by no means so marked during the year.

100. The attendance of the Scholars continues regular, and the exertions of the Masters are unremitting.

* An hour is devoted daily to Bengalee in the senior classes of the Hooghly College. In the junior classes more time is allowed.

101. As many of the Hindoos who attend this department were beyond the age at which experience had led us to conclude that any satisfactory advancement can be expected; we resolved to remove them from this department, and to allow the most promising to join the English classes. This will leave eighteen Musselmans in this department; and we propose to select a good Mahommedan Master for the appointment, should such a person be available; as the present Hindoo Teachers have not the necessary authority among the boys, and may be much more advantageously employed in the English department.

ORIENTAL DEPARTMENT.

102. There are in this department 150 learning the Arabic and 141 the Persian language.

Captain Ouseley, assisted by Moulevies Hafiz Ahmud Kubeer and Abdoor Ruheem, examined this department. The report of Captain Ouseley contains the following remarks—

103. "I beg to transmit a list containing the names of those Students who distinguished themselves, and appeared to deserve rewards for their proficiency in the different departments of study. I have also ventured to suggest the value of the prizes to be conferred on each; the aggregate amount will be found less than that of last year.

104. "A general, and in some instances a very con-

at the College for this falling off, was, the illness and prolonged absence of the Head Sheeah Professor, Mouluvee Aolad Hosein, and the employment of an inefficient substitute, who has lately been discharged. The person now appointed to act for the absent Professor appears to be a learned, intelligent, and respectable man; but he had only been a month in office when the examination took place.

105. "From some enquiries made on the spot, there seems to be reason to apprehend that some two or three of the very old students, who had been perhaps for years attached to the former Institution at Hooghly, seldom make their appearance during the year except at the period of examination, when they attend for the purpose of securing the pecuniary prizes; this evil should be remedied, for it must be very disheartening to the young and industrious students to be opposed by men of mature age, who were good Scholars perhaps, before the present Institution was founded.'

106. It would also appear, that attendance at Lectures in the Oriental Department is not very strictly insisted on. To ensure a regular attendance at Lectures is of considerable importance to the great mass of Students, it might therefore be advisable to require each Professor to keep a Register, similar to that in use at the Calcutta Colleges, showing the number of classes, names of Students composing each class, hour of attendance, quantity read, title of class book, &c., to be daily submitted to the controlling authority at Hooghly College, for his information and orders.

108. The high character of Mouluvie Meer Mahammud, and the great satisfaction which he has given since he acted in this College, together with his excellent creden-

tials, have induced us to appoint him first Shea Professor in the place of Aulaud Hossein resigned.

BRANCH ZEMINDAREE SCHOOL AT HOOGHLY.

109. This School contains an English and Oriental Department, and an Infant School.

The progress of the English School has been satisfactory. The numbers continue 300 in the English, 69 in the Oriental, and 92 in the Infant School.

BRANCH SCHOOL.

110. There are always a number of candidates for admission into the Branch School, as vacancies occur, who are ready to pay for their education. This circumstance is highly creditable to the Superintendent of the School; the Scholars form six classes, which give 43½ as the average number, which we considered rather too many.

111. At the last examination the Principal and Examiner were satisfied with the order, regularity, and progress of the School. Mr. Cooper, who examined the first class, expressed himself as to its condition in the following terms:—

" I was much pleased with the examination passed by the boys of this class, and which was highly creditable to themselves and their Teacher. There was considerable equality in their acquirements, a proof that all have had the same attention paid them. I consider Juggeshur Ghose as deserving the 1st Prize, the next Dwarkanauth Chukerbutty, the 3d Bholanauth Ghose, Senior. The remainder,

I leave to the Teacher to appropriate, as I find a difficulty in doing so, when so many appear on an equality."

INFANT SCHOOL.

112. The trial which has been made in the establishment of this School has been successful. It has proved the great advantage of such early instruction, and that the Natives have no disinclination to send their children to School at a tender age.

The distance alone is the obstacle which prevents a great many from sending their children to this School; and repeated applications have been made to our Secretary to have it removed to Chinsurah, which is a much larger Town, and has a more populous neighbourhood. This transfer may eventually take place, and the School will then be under the immediate superintendence of the Principal.

During the year 1839 the number of admsssions were		163
Left,..	54	
Promoted to the Branch School in year 1840,...	17	
	——	71
Children remaining, ...		92

Of these two are Christians, eight are Mosulmans, and the remainder Hindoos. The seventeen Scholars promoted to the Branch School promise to be among our best scholars, having acquired a facility of speaking the language, a pleasure in its study, and a considerable stock of words and ideas.

ORIENTAL DEPARTMENT.

113. This department continues to be attended by nearly the same number of Scholars, whose acquirements

will be seen from the following extract of Captain Ouseley, who examined the School:

"The progress made by the boys of the Oriental Department in the Branch School was satisfactory, some of the Students are much too old to continue attached to an Institution of this nature, one, named Buksh Arruhman, admitted his age to be 25, and looked much older, and there were several from 18 to 20 years of age. It is quite clear that if these young men are ever to be transferred to the Hooghly College, the time has arrived for such transfer."

111. A deputation of our body, consisting of the Hon'ble Sir Edward Ryan, Hon'ble W. W. Bird, Mr. Smith, Mr. Sutherland and Dr. Wise; assisted by Mr. Eliott and Mr. Borrodale of the Law Commission, Mr. Moore of the Civil Service, Colonel Presgrave, Professor Richardson, Mr. Hare, and several of the Chinsurah and Hooghly residents, visited the College and Schools. The following extract is from their report:

"The Branch School at Hooghly was first visited, and the order and regularity which we noticed on a former occasion were conspicuous also on this visit. In the examination which we instituted, we remarked an improvement in the acquirements of the senior class; but the inequality in the ages and acquirements of the Scholars of the different classes, satisfied us of the necessity of some change being made in this School. This fact was remarked by one of the previous deputations, but nothing was done to remedy it in consequence of the hardship which it was supposed would be inflicted on the grown up Students by their removal from School. A trial has now, however, been made, and in order to find out those Scholars who had benefited by the indulgence, it was agreed to have a

list prepared of the whole School, shewing the ages of the pupils, dates of admission and their standing in the School, so as to find out and to remove the idle, and to prevent Scholars remaining at a School without there being any prospect of their attaining a proficiency in there knowledge of the English language, while they retard the progress of the other Scholars, and engage unnecessarily the time of the Masters from more important duties.

115. "After carefully considering the subject in its different bearings, we propose that the following changes should take place in this Branch School.

I. To dismiss all the Scholars above 12 years of age, who have not made a marked progress, and attained a considerable familiarity with the English language, so as to hold out a prospect of their doing credit to the School, or obtaining any considerable advantage from the instruction imparted; unless they are willing to pay for their education three rupees a month.

II. That all Scholars above 12 years of age pay one rupee for their education; with the exception of those who come under the provision stated in the last paragraph; or, in special cases, to be decided on by the Principal.

III. That in future no Scholars be admitted into the junior class, to commence the rudiments of the English language, above the age of eight years.

IV. To introduce explanations in English at an earlier period of the Scholars' study than is at present done.

V. To be more careful than at present to revise previous studies, and never to enter on a new study until the previous one has been thoroughly understood.

116. "The Infant School was next visited: and it afforded us much satisfaction to observe the great advantage of this early discipline, and the pleasure which it seemed to afford the children, while conveying to them the rudiments of knowledge.

117. "Our next visit was to the College at Chinsurah, which is undergoing repairs. The English School now occupies one of the wings. We confined our examination principally to the first class, and while we remarked a very considerable improvement in the Literary acquirements of the Students, we are still not satisfied with the manner in which the pupils are instructed on Natural Philosophy. They are not well grounded in the principles; while they are represented to have read through subjects, the very elements of which they do not comprehend. Thus the boys were stated to have read all the article of Pneumatics, in the useful knowledge Society's publication, and they could not say why water boiled at a lower degree of temperature at the top of a mountain. The Students are sometimes hurried too fast from one study to another without proper attention being paid to the previous subjects of study they had left. To this, and to the periodical revision of former studies, we recommend that you call the special consideration of the Principal.

118. "Strict attention to a thorough knowledge of one subject before passing to another, to prenunciation, and to explain in English, in the more junior classes, were likewise recommended.

"We also think it would be of advantage to be furnished with periodical returns by the Principal, exhibiting the acquirements and manner in which each of the Masters performs his duty. This will enable you to know the character of each, and to hold out promotion as the

reward of exertions to the intelligent Masters in the performance of their duties.

119. "With the exceptions above specified, we were satisfied with the progress and discipline of the Schools. The prizes of merit were delivered by your President to the youths who had afforded satisfaction to the Gentlemen who kindly undertook the examination of the different departments, and to whom our best thanks were conveyed."

SEETAPORE BRANCH SCHOOL.

1st Year.

This School consists of an English, and a Mahommedan Department.

120. Soon after the opening of the English School sixty-five pupils joined it; and from the commencement a portion of the pupils have been made to pay for their schooling, and this system has been successfully adhered to. At present nearly a half of the expense of this School is defrayed from this source. The rate varies from eight annas to two rupees a month. No boys above 12 years of age are admissable into the School.

121. As there was no house at Seetapore available for the School, Baboo Moteelall Kheteria granted the use of one of his houses free of all charges, and we had pleasure in signifying our sense of the obligation. We have since directed the erection of a convenient School-house which has been recently finished.

122. Baboo Moheschunder Banerjee was deputed from the College of Mohammud Mohsin to examine and report on the state of the School. The following is an extract from his report.

"The pupils are engaged in perusing the 3d No. of the Prose Reader, Lennie's Grammar, Geography, Writing, Arithmetic, and Bengalee Reading and Grammar.

"The boys read with considerable fluency and correctness, and displayed no ordinary promptitude in pointing places on the Maps, and in analyzing sentences into their constituent parts of speech. They worked sums in Arithmetic with great facility and readiness. Most of the junior Students, however, did not appear to have been well exercised in spelling, and failed to give me much satisfaction, in their translation of simple sentences into intelligible Bengalee."

"Upon enquiry it was found that the Students here had no knowledge whatever of the English Language previous to their being admitted into this School. It was further brought to my knowledge that they have to encounter other local difficulties arising from a want of extra assistance obtainable from more advanced Scholars, or from friends at home, an assistance that in a great measure simplifies and diminishes the labour of a School Master. Taking these collateral circumstances into consideration the progress the Students of this School have made, and that within so short a period, in my opinion reflects great credit on the persevering exertions, and attention of Baboo Sreenauth Shumooddhur."

We have sanctioned the appointment of an Assistant to this School, and the distribution of prizes to the best boys at the Annual Examination.

123. Obhoychurn Turkopunchanun, the superintending Pundit, and Moulavee Akber Shaw, the Head Mouluvee of the College of Mohammud Mohsin, Hooghly, were deputed to report on the state of the Bengalee Depart-

ment of the English School, and the acquirements of the Students of the Madressa. The report of both these persons is satisfactory.

BANCOORAH PROBATIONAL SCHOOL.

1st Year.

124. The School at *Bancoorah* was one of the first which we took probationally under our charge. From the Annual Report it appears that the School is formed of three Departments, an English, Vernacular, and Sanscrit Departments, which was attended by 200 Scholars.

125. *English Department.*—This is attended by 88 Scholars, which are divided into 7 classes, on an average of 12 Scholars. This we considered too small a number in each class, and we suggested that the number of classes should be diminished.

126. The Senior class was employed in perusing the History of Bengal, Grammar, Geography, Arithmetic, and Geometry. These studies we considered as much as could be expected from a School so recently established: and we had pleasure in observing that the Scholars had acquitted themselves in such a manner, at the Annual Examination, as to meet the approbation of the Local Committee.

127. We forwarded some books for distribution at the Annual Examination, to the most meritorious Scholars in each class.

128. The Annual Report of the Head Master did not contain any remarks on the condition of the Vernacular and Sanscrit Departments, probably from their not being under his charge. In this case we recom-

mended that the plan of study should be assimilated as much as possible in the different Departments; and that the discipline of the School should be uniform, and under one Superintendent.

129. We expressed our gratification at the regular attendance, and the anxiety the Scholars had evinced to learn the English language, as it proved that the benefits of education were appreciated; and our hope that the Local Committee would continue to interest themselves in an Institution commenced under such favourable auspices. In this expectation we advanced three hundred rupees towards the erection of a substantial and commodious School House, which, with the sum to be devoted to that purpose out of the local funds, was expected to be sufficient. We recommended its being erected in a central situation, for the convenience of the inhabitants, and in an elevated healthy situation, with a compound for play ground.

TREBANNY PROBATIONAL SCHOOL.

1st Year.

130. Baboo Parbutty Churn Sircar and Obhoy Churn Pundit examine this School every six months; their reports were favourable.

131. The Proprietor and Superintendent of this School in Baboo Juggut Chunder Sen, and there were 91 Scholars attending it. These formed four classes. The Senior class consisted of 17 Scholars, they read the English Prose Reader No. 2 tolerably well, and their explanations, partly in English and partly in Bengalee, proved that they understood what they read. Their answers in Grammar and Geography were correct.

132. At our recommendation a Pundit was added; and the report of the Vernacular studies of the Scholars by the examiners was favourable.

We have given, on several occasions, donations of School-books, Maps, Globes, &c. to this School.

UMERPORE PROBATIONAL SCHOOL.

First Year.

133. This School is supported by Baboo Kallikinker Paulit for the advantage of his ryots and neighbours. The School receives assistance from the General Committee in books and other necessaries, in order to increase its efficiency. The School-books are allowed gratis to the indigent Scholars.

134. Mr. Holland, of the College of Mohammud Mohsin, visits and reports on the School. The first report was not favourable. There were 66 Scholars attending the School, and these formed six classes. We recommended the reduction of this number.

135. The attendance was irregular, and the studies elementary. A better system of instruction is now introduced, and quarterly tickets for regular attendance, and prizes are to be annually distributed, which will improve the School.

DACCA SCHOOL.

Fourth Year.

136. The progress and state of this School during the year has not been so satisfactory as expected. This has been partly owing to the abrupt manner in which the attempt was made to induce those pupils, who were able to

pay for their schooling to contribute, in proportion to their means, to the expence of the School; but chiefly to the great sickness which has prevailed in the City of Dacca, and its environs during the last year. These causes will, it is hoped, have only a temporary influence; but we suggested to the Local Committee that the introduction of the pay system should be effected by degrees and cautiously.

137. At the annual examination there were 213 scholars, which is 127 less than at the preceding examination: Relaxing the rules for the pay scholars have increased the number of pupils; and the more strenuous exertions of the Masters have already improved considerably the internal economy of the School.

138. The scholars attending the School were divided into seven classes, of which the senior was composed of seventeen scholars. They had finished Quadratic Equations, and knew the six books of Euclid, and Analytical Geometry. They had also a familiar acquaintance with Arithmetic, and a very satisfactory knowledge of Roman History, English Grammar, and Geography. A defect in pronunciation, in some of the scholars of this class, was remarked; to the correction of which we requested attention. We also recommended that the students should be exercised in translation, as some of them showed a very inefficient acquaintance with the Bengalee language. The specimens of essay writing were satisfactory, and we recommended that a continued exercise in this important branch of their studies should be continued.

139. The progress of the other classes during the year, though slow, appeared on the whole, satisfactory.

140. We regretted to find that the Bengallee department was in an unsatisfactory state, which was attributed

to the Pundits not possessing a sufficient aptitude or talent for imparting instruction. We requested the Local Committee to direct the Head Master to explain to the Pundits the method to be pursued in imparting instruction in reading, writing, and accounts; with translation and composition in the higher classes. We expect specimens of these exercises, prepared without any assistance, will be regularly sent with the Annual Returns of the School.

141. We have purchased a piece of ground in a central situation, have prepared plans, &c. for a College, and expect to have it soon commenced.

COMMILLAH SCHOOL.

Third Year.

142. From the Annual Report of the Local Committee of this School it appears that the progress and general conduct of the pupils have been, on the whole, highly satisfactory. There is an increase of 17 scholars to the list of this year; in which there is now 1 Christian, 4 Mahommedans, and 71 Hindoos. These scholars formed seven classes. We considered this objectionable on account of the small number in each class; which increased unnecessarily the labour of the Masters, and diminished the emulation of the scholars. The senior class were employed in learning Grammar, the 4th number of the Prose Reader, Geography, and the use of the Globes, and the Single and Double Rule of Three. To these studies we recommended the "History of Bengal," and "Lessons on Objects" to be added, with explanations in the English language. We also recommended the more frequent employment of the black board, and that translation and composition should be commenced.

143. Although the studies of this School are elementary, the Local Committee were highly pleased with the progress and general conduct of the pupils, and were satisfied with the conduct and attainments of the Head Master, and with the exertions of the others.

144. The absence of the Pundit for upwards of seven months, on leave, has retarded the vernacular studies of the Scholars; and in future, we do not intend to grant, or to extend leave of absence for such long periods, unless the application be accompanied with a Medical Certificate; or unless valid reasons are given, and such a qualified substitute provided, as will prevent the School falling off during the period of leave.

CHITTAGONG SCHOOL.

Third Year.

145. The state of the School during the year of review has been satisfactory, as there has been a daily improved attendance, and an increased number of Scholars upon the rolls of the School, which, with the numerous and respectable attendance of the residents at the annual examination, lead us to expect a much greater improvement in the School at the next annual examination.

146. At the close of 1838, there were 120 Scholars, and in December 1839, the number had increased to 186, of whom seven were Christians, seventeen Mussulmans, one Mugh, and one hundred and sixty-one Hindoos.

147. These formed eight classes, which we considered too many, and we directed the number to be reduced.

The studies of the senior class were still elementary, consisting of Marshman's Brief Survey of History, and English Grammar, in which the Scholars had proceeded as far as Syntax. In Geography they had studied the Maps of Asia and Europe, and in Arithmetic had gone as far as Decimal Fractions. They were also exercised in translating from Bengalee into Engish, and from English into Bengalee.

148. We had the benefit of a report from Mr. Smith, one of our Members, who carefully examined the School, and was on the whole gratified with its state. Some of the Scholars had not a good pronunciation, and we directed the Head Master's special attention to this important subject. We also recommended the introduction of Lessons on objects; and forwarded the Bengalee translation of the History of Bengal, for the use of the senior classes, with an injunction that it it should be studied, with the Map of the country placed before the class.

149. The following is an extract from Mr. Smith's report on the state of the vernacular department:

"The boys read Bengalee more fluently than English, but I observed that those who were the best English Scholars, if such a term may be applied to a knowledge altogether elementary, were also the most proficient both in reading and pronouncing the vernacular."

"The operation of the rule under which those boys who have the means are made to pay a small sum per mensem has driven some of them from School, but I agree with the Local Committee in not considering that the Rule will have any lasting effect on the number of the boys, and I do not doubt that by inducing their parents to consider education as a thing for which they must pay, its

value will be enhanced in their eyes, and they will take more care than they have hitherto done to secure a regular attendance on the part of their children, so as to obtain for them the greatest advantage within the shortest possible time from their schooling, (a good penny worth) which was a consideration not to be expected so long as they paid nothing for their education."

BAULEAH SCHOOL.

Fourth Year.

150. The irregular transmission of the Returns of this School continued, until measures were adopted to ensure the reports being sent in future at the regular periods.

151. At the end of 1838, there were 141 pupils attending the School, and at the end of the year they had increased to 160. This shews the desire for a good education is increasing, and attention and perseverance on the part of the Masters are alone required to render the School equal to any of those on our list. We have instructed the Masters accordingly.

152. The pupils of this School are divided into eight classes, of which the senior is now engaged in studying the History of England, Goldsmith's History of Greece, and Homer's Iliad. They had advanced as far as the 4th Book of Euclid, in Algebra to Quadratic Equations, in Arithmetic to decimal fractions, in Mechanics and Astronomy they had studied the elements, and could work some Problems on the Globe; which is very little in advance of their studies of last year. This class consisted of 7, and the 2d of 5 pupils; a number we

considered too small to create emulation; and the studies of the pupils appeared too various, to ensure a thorough understanding of what they were taught. We also directed periodical examinations to be held to prevent their forgetting what they had previously learned.

153. We directed that Lessons on objects should be carefully continued, with exercises in translation, and in the composition of Themes. Written Exercises of the two first boys were sent, and were considered satisfactory.

154. We were pleased to observe the more regular attendance, and the increasing desire which the senior pupils had manifested to advance in their studies; and we look forward to a much greater progress in their scholastic studies. This will enable the senior scholars to attend more to the practical branches of their studies which will be useful to them in after life; and will afford the residents evidence of the advantage of the education which their sons receive at the Bauleah School. With this intention we proposed that Book-keeping should form part of the studies of the senior class.

DINAJEPORE SCHOOL.

SECOND YEAR.

155. The progress of this School during the year is, on the whole, satisfactory. There are 51 scholars on the list of the School. Their studies are still elementary. The senior class was engaged in perusing the English Reader No. 1, Grammar, Geography, and Arithmetic. We forwarded a plan of study to be pursued in this School, and we trust that another year will exhibit a considerable improvement in the scholars.

SECTION II.

ORISSA.

POOREE SCHOOL.

Fourth Year.

156. The number of scholars attending this School continues, as during the former year. The improvement in the senior class was probably less than it might have been in consequence of the Head Master's resignation, and some months having passed before a successor could be obtained to fill his place. The 1st class had gone as far as Syntax in the English Grammar, were perusing the History of England, and had finished Bonnycastle's Arithmetic, and the first Book of Euclid. This was a considerable advancement in the studies of this class since last year. The 2nd and 3d classes were in a satisfactory state. We had pleasure in returning our thanks to the Local Committee for their assistance during the year. They, as well as the Subscribers and Visitors, were pleased with the general proficiency exhibited at the Annual Examination.

157. We recommended that the senior scholars should devote a certain portion of time to translation from English to the Vernacular, and from the Vernacular into English; and we forwarded a plan of study adapted to the nature of the School.

158. The other departments attached the School are the Ooriah, which is attended by 90 scholars, and the Sanscrit by 40 students. These departments are entirely

supported by local subscriptions; thirty-two rupees from this source are also applied to the expences of the English School. This sum the Local Committee requested us to pay from the General Fund, in order to enable them to devote more of their local subscriptions to the preparation of School-books as "There does not at present exist a single work of any kind which could be adopted as a class book," in the Ooriah language.

159. The present state of this School, and its future prospects, induced us to consider the propriety of closing it, and of establishing one at Cuttack, in compliance with the urgent request of the residents there. Cuttack is the capital of the district, and the English Subscription School has lately been closed.

160. Cuttack has 20,000 inhabitants. With the assistance of local subscriptions, the schooling of the boys, and a small addition to the funds at present devoted to the Pooree School, it is expected to put the Cuttack School on a most efficient footing.*

MIDNAPORE.

Fourth Year.

161. We were much gratified by the account which the Local Committee gave of the flourishing state of this School, and the zeal and attention of the Head Master. The satisfactory progress of the School during the year has been evinced by the more regular attendance of the scholars, by the more advanced studies of the senior class, and by the regularly progressive increase in the sum obtained from the schooling of the boys.

* The first Quarterly Return, after the opening of the School, shewed 28 pupils on the School-roll—many of these youths paid for their education.

162. At the end of 1838 there were 134 attending the School, and at the end of 1839 there were 139. These scholars were divided into six classes; of which the senior was employed in reading Pope's Homer's Iliad, Goldsmith's History of England, Marshman's History of Bengal, and the Brief Survey of History, the Prose and Poetical Reader, Nicholl's Geography, Geometry, Algebra, and Arithmetic, and in translation and composition. We directed the Local Committee's attention to the number of subjects of study pursued at the School, which appeared to us large; and we recommended that some of these studies should be transferred to the second class. The progress which the senior class had made in the pronunciation of the pupils, and in their knowledge of the meaning of words, was highly satisfactory to the Local Committee; and so was the progress of the junior classes, and the manner in which the Junior Masters had performed their respective duties.

163. "I have no hesitation in stating," adds the Secretary in his Annual Report, "that a decided improvement has taken place within the last year, but it is mostly confined to reading English; the pronunciation of the boys in the senior classes was exceedingly correct, and their comprehension of what they were reading thorough. In Arithmetic their progress was not so striking, but this may be accounted for by the boys being unaccustomed to work sums in an examination room. The translations from English into Bengalee and vice versa were numerous, and some of them exceedingly good. The prize for the former would have been given to Nobinchunder Oitch, a boy in the 1st class, had it not been strongly suspected that he had received assistance in preparing it; and under this doubt we thought it advisable to divide it between him, and the head boy of the School, who had given in the translation of a long extract from the History

of Rome. We withheld the Essay Prize, as we found that the contents of the two productions given in were mere transcripts from books; the result of the competition on the new subjects given, shall be hereafter made known to you. Our School is, in the estimation of the Local Committee, in a very flourishing state. Numerous applications to enter free of payment have been made and rejected, on account of the limited accommodation afforded by our School-house. The total amount of payments made by the boys during the year is Co.'s Rs. 370,—the total expenditure on account of the Establishment Co.'s Rs. 3,506; and the next year will, I trust, shew results still more favourable. The inhabitants appear daily to appreciate our endeavours to a greater extent, though you will observe that we have cautioned the Scholars generally on the subject of allowing their avidity for a knowledge of English to induce neglect in the due cultivation of their own language."

164. In future, translations and compositions will be continued, and a prize given at the end of the year to the Scholar who composes the best Bengalee Essay on a given subject without assistance. This was found the more necessary as the vernacular department was not in such a satisfactory state as the English classes. The Local Committee proposed that the English Masters should give instruction in the Bengalee language. This might be done in particular cases, but we objected to its general adoption, as many of the Masters are incompetent to give such instruction, and could not properly be expected to do so, particularly as we think that the School duties ought always to admit of the Masters devoting a certain portion of time to improve themselves in the studies of the School, and to prepare for teaching the more difficult branches of science, on promotion.

SECTION III.

EASTERN PROVINCES.

ASSAM.

GOWAHATTEE.

FOURTH YEAR.

165. The progress of this School in the English as well as in the Vernacular, Persian and Sanscrit Departments, continues satisfactory. Besides the Central School, at which 230 Scholars receive instruction, two Branch Schools, one at Pandu and another at Nilachol, have been established by the contributions of residents; at which 124 Scholars learn the vernacular languages. We proposed that these Village Schools should be considered as preparatory to the Central School. At the end of 1839, there were 89 attending the English, and 140 the Bengalee Department of the Central School; which was an increase of one in the former, and thirty-six in the latter department, above the number of last year

166. The Senior Class of this Department was employed in reading Marshman's History of India, Pope's Homer's Iliad, Elements of Natural Philosophy, Geography and the use of the Globes, Arithmetic, to Vulgar Fractions, Composition, and Translation. The frequent change of Scholars is the cause why these studies have remained so nearly stationary. We were pleased to observe that this class afforded satisfaction to the Members of the Local Committee at the Annual Examination; and that the progress which they had made was considered highly creditable.

167. We recommended that this class should commence Geometry, and in a short time Algebra; and that the History of Greece, of Rome, and of England, should be introduced in this order, after the pupils had finished the History of India. We also recommended a continuation in the exercise of composition, and we hope in another year specimens of these will be forwarded for our inspection. The translation from the Vernacular to the English, and from the English into the Vernacular languages, forwarded to us, were satisfactory.

168. We were pleased to find that the junior classes had afforded satisfaction at the examination; and we urged the continued attention of the Masters to the pronunciation of the pupils. In consequence of the absence of the Second Master, we were obliged to appoint another, to afford the Head Master more leisure to attend to his peculiar duties, and as an additional incentive to exertion, his salary was raised.

No less than twelve young men have entered the service of Government during the year. In some respects, we think this may have an encouraging effect upon the School, and if Students can be induced to remain in our Schools long enough to attain a really good education, their services may become very valuable to Government, and their success will attract others to follow in the same course.

169. The attention of the pupils to the Vernacular, as well as the Sanscrit and Persian languages, has likewise been satisfactory during the year. The Local Committee appear to be impressed with the importance of the Vernacular studies among the rising generation, and they have bestowed a silver medal on Julkhed, for general proficiency in the Bengalee and Persian languages.

170. The Annual Examination was attended by the principal residents, both European and Native. The state of the School afforded much satisfaction to them all; and besides the rewards allowed by us, 150 rupees worth of useful articles were distributed as prizes by the Local Committee; and a number of books given by Captain Jenkins. The examination appears to have been alike gratifying to the pupils, and to the Local Committee.

ARRACAN.

171. The condition of the natives of this district, and their ignorance of any but the Mug language, render intercourse with a large proportion of them more difficult than in other parts of India. This must cause for some time the advantages of the English School to be less apparent to the natives, and thus retard its progress. "On the whole," adds the Local Committee, "we consider that although neither of the Schools are exactly what they would desire; and the irregular attendance of the pupils is extremely mortifying, still there is much that is satisfactory in both, and we indulge the hope that in the course of 1840, it will be found that considerable improvement has taken place."

AKYAB.

SECOND YEAR.

172. The Annual Examination took place at the end of the year. This School had suffered by the illness and changes of the Masters, which had prevented the Scholars advancing so rapidly in their studies as they might have

done. The pupils had been likewise irregular in their attendance, and inattentive; this was to be attributed to their youth, and to their only knowing the Mug language, of which the Masters are ignorant. Their explanations were consequently very imperfectly understood by the boys. We have strongly urged the necessity of the Masters learning the Vernacular languages. Their ignorance of which explains the want of interest evinced by the Scholars in their studies, and we trust this serious obstacle to their improvement will not be found to exist next year.

173. The total number of boys upon the rolls of this School at the close of 1839 was 64, and the average daily attendance was 50; this was ten less than that at the end of the former year.

These formed eight classes with a division attached to the 4th and 5th Classes. We considered this number too large, and recommended the reduction into a small number of classes. The Senior Class was employed in Reading, Spelling, Grammar, Geography of Asia, Writing, and Cyphering. "The Scholars in this class write in English very well, their copy books are very neat, and their performances considered very creditable indeed. They also do sums in the four first rules of Arithmetic, and in Compound Addition with much quickness. In English they read Æsop's Fables, which they understand and explain tolerably—their Spelling was also very correct."

"In Geography of Asia they performed capitally, from Book No. 2, of the Elements, and in Lennie's Grammar, as far as nouns—their performance was very satisfactory."

174. The Local Committee examined the School, and were much pleased to find that the three Senior Classes had made satisfactory progress. They were particularly

struck with their quickness in Arithmetic, and their knowledge of Geography, and their Reading and Writing was such as to give great promise that if they would only attend regularly, they would ere long attain much proficiency. The chief fault observed was, that the boys did not generally understand fully what they read.

The progress made by the other classes, although not so satisfactory, was on the whole fair.

175. No Vernacular Class had been established, but since the commencement of the present year the Local Committee had succeeded in establishing a Mugh Class, which was attended by from 30 to 40 boys, and an Oordoo Class of about 10 boys,—these latter also attend the English Department. These classes were very popular, and the attendance at them was more regular than in the English Classes. The English department consisted of 50 boys, of whom 1-3rd were always absent; and the Vernacular of 38, of whom 4-5ths were always present.

RAMREE.

Second Year.

176. This School was in a much more creditable state than the Akyab Institution. It was examined in February last, when 51 boys attended the School, which was eleven more than at the former examination. These pupils were nearly all pretty regular in their attendance.

177. The Local Committee were very much pleased with the three Senior Classes, more particularly with the circumstance that the senior boys read as far as the 31st page of the English Reader No. 1, very well, and " trans-

lated their lessons from English into Mugh, with an ease and correctness that shewed they perfectly understood what they had learnt, and they likewise gave the meaning of separate Mugh words in English, and of English in Mugh, most accurately. The Committee consider that great credit is due to Mr. Smyth for having learnt so much of the Vernacular, and for the pains he has bestowed upon his pupils; and they regret that they cannot say that of some of the Masters at Akyab, neither of whom seem to have made any progress in the native language."

In Arithmetic and Geography, the Ramree boys also acquitted themselves very well.

178. There were five classes in the English, three in the Mugh Department, and three in the Oordoo.

The senior Vernacular classes were employed in reading, writing, and casting accounts in the two languages; and they performed their exercises in a satisfactory manner.

TENASSERIM PROVINCES.

MOULMEIN SCHOOL.

Fifth Year.

179. The progress of this School during the year under review has been satisfactory. The pupils of the Senior Class were more advanced in their studies, and six more boys were attending the School than last year. Of the pupils 32 were Christians, 19 Burmese, 2 Chinese, 3 Mahommedans, and 3 Hindoos.

180. These Scholars form five classes, with 20 youths unclassed. We suggested that the number of these classes should be diminished, and that the twenty unclassified boys should be arranged in the classes as soon as possible; as we were convinced until they joined a class, and were thus encouraged to exertion, their rapid advancement was not to be expected.

181. The Senior Class was engaged in English Grammar, in studying the History of England, the Introduction to Astronomy, Geography, and the projection of Maps, the higher branches of Arithmetic, and the Elements of Geometry. With these studies translation from the Burmese into the English, and from the English into the Burmese language will be continued; and Essays occasionally written. We considered this plan of study in the Senior Class, as well as that pursued in the Junior Classes, judicious, and called for no particular remarks. We recommended, however, the introduction of "lessons on objects," and the more frequent use of the interrogative system.

182. The attendance of some of the Scholars did not appear to be regular, and required the vigilant attention of the Head Master; and the distribution of small prizes to the diligent and attentive, as we recommended in our last Report. The Scholars from this School, who were to join the Calcutta Medical College, have not yet arrived.

JESSORE SCHOOL.

SECOND YEAR.

136.* This school is progressing slowly, from the irregularity of the pupils, and the short time they remain at school. This has been a general cause of complaint made by the Masters of those schools recently established, where the inhabitants have not had an opportunity of observing the importance of the education imparted; but it is one which is daily diminishing.

137.* At the close of last year there were 121 scholars on the rolls of the school; and at the close of 1839 the number was 181, which is an increase of 60 scholars during the year. Of this number there is only one Mahommedan. These pupils are divided into a junior and senior department, each of which has four classes. We considered this number of class as too great.

138.* The senior class consists of three pupils, who are engaged in the Histories of England and Rome, Homer's Iliad, Composition, and Translation. They have gone in Euclid to the 2d book; in Algrebra, to Simple Equations; and in Arithmetic, to Decimal fractions. We recommended the continuance of the same studies in this, and the other classes; with the exception of only allowing the study of one Historical work in the same class, at one time. We also recommended the History of Bengal, and the introduction of "Lessons on Objects," and the monthly distribution of tickets for regular attendance by

the visiting member of the Local Committee; a prize is also to be awarded in each class at the annual examination to the pupil who has most tickets, and has given most satisfaction to his Master during the year, by his intelligence and good conduct.

139.* The attention paid to the study of the Bengalee language in this school, is highly satisfactory.

DIVISION II.

BEHAR PROVINCE.

PATNA SCHOOL.

Fifth Year.

183. We regret to be obliged to state to your Lordship that our expectations of a considerable improvement in this School, during this year, have not been realized; but we have had better opportunities of examining into the cause of this disappointment, we hope we have remedied some defects, and we look forward to such an increase in the number of scholars, and advancement in the senior students, as will eventually enable us to form this School into the Central College for the Behar Province.

184. At the period of the Annual Examination the number attending the school continued the same as at the end of the year; of these 8 were Christians, 23 Mahommedans, 38 Western-Hindoos, and 35 Bengalees.

There are three departments, viz. an English, Hindee, and Urdoo department.

185. The English department consisted of ninety scholars—these were divided into classes as follows:

	No.
1st Class of scholars,	2
Junior divisions,	6
2d	4
3d	8

	No.
4th Class of scholars,........................	5
5th	6
6th	17
7th	15
8th	13
9th	14
Total......	90

There were thus ten classes with an average of ten scholars in each; whereas double that number was considered by us to be more favourable for the improvement of the scholars, at the same time that the greater emulation among them facilitates the duties of the Master. We therefore requested that the number of classes be reduced as soon as possible.

186. The Urdoo department consisted of 75 scholars, divided into five classes; and the Hindee department of 61, divided into four classes. This separation of the different departments we considered quite unnecessary, and retarded the progress of the scholars. This defect we hope will immediately be remedied by a certain portion of the school hours being devoted to English, and another to studying the Vernacular languages.

187. From the reports received it appears that, at the Annual Examination, the Local Committee found the classes in a more favourable state than they were found by our President. In his report are the following remarks:

"I examined several of the classes at this school; the first class is in advance of the first class at Bhagulpore, but this school has by no means made the progress anti-

cipated in our former reports. I think a good deal is to be attributed to frequent changes of Masters, and also to what will I hope be remedied, a want of vigilant superintendance on the part of the Local Committee.

"This school has, I believe, rather retrograded than advanced: it was opened under very favourable auspices. Mr. Clift was certainly one of the most able and zealous of our Masters, and under his care I think much might have been effected. The same error exists here as at Bhagulpore; the boys are admitted at too advanced an age to hope for any substantial progress, and here also explanation in English is not attempted early enough."

188. From the Local Committee's letter of the 20th October, we were pleased to observe the increased interest which the members of that body take in the superintendence of the school, and we have little doubt that a considerable improvement will be observed at the next annual examination. We consider that it is particularly necessary that the scholars should be young, that great pains should be taken to give them a good pronunciation, and a complete and exact knowledge of the books they peruse; the manner in which the lessons are learned, rather than the extent or difficulty of the lessons, was to be considered on all occasions.

189. The specimens of translation and composition which accompanied the annual returns, afforded us little information, as no mention was made of the manner in which they were executed, and the assistance afforded. We requested this might be strictly attended to in future by the Head Master. The scholars should be always accustomed to make fair copies periodically of their different exercises on Europe paper.

190. From the Head Master's report we collect that the inhabitants of Patna are beginning to appreciate more than formerly the advantages of the education their sons receive at the Government School.

We were pleased to observe the interest Rajah Modh Narain Singh of Gya, and Roy Kasub Sing, have taken in the school; by giving prizes to the meritorious students.

BHAGULPORE INSTITUTION.

THIRD YEAR.

Number of Scholars 63.

191. This School was increased in number since last year, and the studies of the pupils were more advanced. The satisfaction which the residents and principal inhabitants evinced at the annual examination, and the increasing interest the scholars take in their studies was very satisfactory. A Pundit to teach Hindee had been appointed, in order that the boys may acquire an intimate knowledge of the Vernacular language.

192. A large proportion of the scholars were still Bengalees. The whole number consist of 59 Hindoos, 3 Mahommedans and one Christian; which was an increase of 21 scholars since the former year.

193. These scholars were divided into four classes. The senior class were more regular and attentive to their studies, and had improved considerably during the year. They were, at the end of the year, employed in perusing the 3d No. English Reader, they could parse an easy

sentence, and were exercised in lessons on objects. In Geography they know the map of Asia and Europe, and could write very correctly from dictation. The other classes shewed a proportionate advancement in their studies, and we recommended the distribution of tickets for regular attendance, and a continuance in the judicious system pursued in the lower classes.

194. We directed that more attention should be paid to the Vernacular language; and that the senior boys should be exercised in translating from English into the Vernacular language and vice versa. When sufficiently advanced these senior pupils will be exercised in composition, in both English and Hindee.

BHAGULPORE HILL SCHOOL.

Seventeenth Year.

Number of Scholars 104.

195. This School may be considered as a branch school to the Bhagulpore Institution, as this school improves, and acquires more the confidence of the inhabitants. We fear, however, that some time must elapse before the Hill people will allow their sons to remain at school long enough to acquire a useful education. We have appointed a new Master to this school, whose experience and familiarity with the Vernacular, as well as the English languages, will have a favourable effect, we expect, on the popularity of the school.

196. At the end of 1838 there were 105 boys attending the school, and at the annual examination at the end of the year there were 104 scholars; of these 33 attended

the English, and 71 the Hindee classes. The first class was then engaged in perusing 2d No. English Reader, could make a literal translation of it into Hindee, and could parse an easy sentence. In Arithmetic they had advanced as far as the Rule of Three, and the other classes were reported to be diligent, and well-behaved.

197. More attention had been lately paid to the age of the scholars, who were admitted to the benefits of the school, and it promises to be improved by the scholars joining younger, and remaining longer at their studies.

198. There were no specimens of English and Hindee translations, which we directed should accompany the examination papers next year. The conduct and diligence of the scholars attending the Hindee classes, was very gratifying. It is the wish of the Local Committee to have English and the Vernacular Hindustanee introduced; the scholars to commence English as soon as they are able to read their own language, write the vernacular Hindoostanee, and have learnt the Hindee Tables, and Rules of Arithmetic, for common purposes.

199. The Hindee classes were employed in perusing Singasun Butteesee; were well advanced in Hindee Arithmetic, and wrote Hindee copies,—the studies of the other classes were more elementary.

200. The great obstacle to the civilization of the Hill people near Bhagulpore is their fondness for spirituous liquors which they even encourage their children to drink to excess, and by this means the health of many is ruined at a very early age. This pernicious habit was said to have become more common and inveterate than before, from local circumstances, which it is hoped will soon be checked.

Our President, who visited and reported upon this school, expressed a very favorable opinion of the zeal and activity of the Local Committee.

ARRAH SCHOOL.

THIRD YEAR.

201. The improvement of this school throughout the year was very moderate, from the indifference of the people to such an education as the school afforded, and the smallness of the town. At the beginning of the year 1839, there were only twenty-seven scholars attending the school, which was increased during the year to 33; of whom 26 were Hindoos, 4 Mussulmans, and 3 Christians.

202. These boys were divided into five classes, of which the senior class contained six. This number was considered too small, and a diminution of the number of classes was recommended; the senior class was perusing the History of Bengal, and Æsop's Fables, and was stated to know Arithmetic to the Rule of Three, and the Geography of Asia and Europe. They had finished Grammar.

In Hindee they were reading the Selections from Natural History and Grammar, besides practising translations from the vernacular into English, and from English into the vernacular.

203. The slight progress of this, and the other classes during the year was partly owing to the continued changes of Masters, and the long intervals that took place, during which there was no efficient superintendence. The present Head Master was liked by the Secretary, but he will probably be promoted, and the effective assistance of the Secretary withdrawn by his removal to another station.

204. We have resolved to propose to the Government to close the school, as the town is so small, the good which has been done so slight, and the prospects so indifferent.*

CHAPRAH SCHOOL.

Second Year.

205. This school was established at this town in consequence of the munificence of a Native gentleman, more than on account of its peculiarly favorable situation for forming such a school, as it is our aim to establish.

206. The number of scholars had decreased from 41 to 33, which the Local Committee informed us was more nominal than real, as it was owing to greater strictness being observed in the school, and the dismissal of many irregular scholars.

207. The senior class were still employed in reading Marshman's Brief Survey of History, and in translating into and from Hindee and English: these pupils were also said to have nearly finished Grammar; and were engaged in learning the Geography of Europe. They had gone as far as Fractions in Arithmetic, and had commenced Geometry. To this extent the scholars were said to be well taught.

208. The school had not however become popular among the Natives "from some unaccountable dread of a mysterious influence being likely to be exercised over the religion of their children, nor do they look with favour on what they still consider as only preparing good English Writers for the Government Offices. The ignorance of

* The School has since been closed.

the Native inhabitants, and the recent establishment of the school, does not enable them to perceive that our Institutions have a higher aim." It is probable, that in time the real objects and advantages of the school would be more correctly appreciated; but the situation is not such as to afford us a prospect of doing good to any considerable extent, and we therefore look upon this school as much in the same situation as that of Arrah, and we have recommended to Government that it should be closed, in order that the efficiency of the Patna school might be increased, so as to be eventually formed into the College for the Behar Province.*

DIVISION III.

ALLAHABAD DIVISION.

BENARES COLLEGE.

FORTY-EIGHT YEAR.

209. The Benares College contained 112 students; 56 of whom receive stipends, and 56 are non-stipendiary. This was a diminution of 14 students during the year; who formed the following classes:

Vykarona,
Sahitya,
Vedant,
Nya,
Smrity, and
Joutish.

* The Government have been pleased to comply with this request, and the School has been since closed.

210. After having considered the exercises of the Students which accompanied the Local Committee's Report for 1839, we thought that the progress made by the pupils during the year was generally satisfactory; and that the Pundits had been attentive to their duties.

211. The study of Geometry had been introduced in the Sanscrit College; and Joydhyan's Sanscrit version of Euclid had been adopted as a class book.

212. The books studied in the Joutish (Astronomy) class in this College, are chiefly on Astrological subjects. We have therefore recommended that a book treating exclusively of Astronomy, be substituted for the books now in use in the Joutish class. The introduction of such books, unconnected with Astrology will be productive of great benefit, as they will create, it is hoped, in the minds of the students, a thirst for European science, and convey to the students an accurate knowledge of the subject, and will dissipate the incorrect opinions which they had derived from the Purans.

213. The following is an extract from the Secretary of the Local Committee's Report on the state of this College:

"The present establishment consists of a European Secretary, seven Pundits, four Naibs or assistant Pundits, a Moonshee, a Librarian, a Bengalee Writer, assistant to the Secretary to copy letters, accounts, &c.; a Hindee Writer, assistant to the Librarian, and 11 servants. The building used as the College is a house belonging to a native, for which a rent of 50 rupees per mensem is paid. By the Regulations of the College, drawn up at the time Dr. Wilson visited Benares, the term allowed for

a pupil to remain in the institution is 12 years: in compliance with the wishes of the General Committee the Local Committee has lately limited the time to 10 years. The pupils attend for about 4 hours in the forepart of the day, and the College is generally closed 15 or 16 days in the course of every month, upon holidays allowed by the regulations above alluded to. The daily attendance of the pupils is tolerably good, but this is owing to the greater number of the scholars being stipendiary, and subject to dismissal for inattention. The examinations are now held as formerly half yearly, by the Pundits, before whom the scholars of the different classes are assembled and required to read, explain, and answer questions on a portion of the books which they read. The report of the examination consists of a list of the students, the names of the books, the number of lines read, and the observations of the Pundits, generally consisting of remarks as to the pupils being attentive or the contrary. After the annual examinations, a public meeting is held, at which a few of the pupils exhibit disputations in Sanscrit; these disputations used to be better attended formerly than they are at present. Subscriptions were given by the Native gentlemen present, to be distributed as prizes to the students; these subscriptions I apprehend were given more with a view of conciliating, or personally obliging the Members of the College Committee, and the authorities of the station, than with a desire to encourage Sanscrit literature, for I find upon reference to the accounts of the College that these subscriptions in the life time of Mr. A. Brooke, the Governor General's Agent, frequently amounted to 2000 rupees and upwards, and were generally between one and two thousand rupees; but, on that gentleman's death, the annual subscriptions decreased, and continued to do so until the departure of Captain Thoresby, the late Secretary, from Benares, when the subscription fell off still more. Last year 205 rupees

only were subscribed (of this 200 rupees were sent in the name of the widow of Bishumber Pundit), and at the approaching examination, I expect no subscriptions.

219. "Such is Mr. Nicholl's statement," continues our President in his report, "from which it will be seen that the College is in fact left very much to the superintendence of the Pundits, and teachers. Formerly the management of the College was left entirely to the head Pundit, called the Rector, and the teachers of the several classes. On the appointment of a European Secretary, that officer was directed to be virtually Superintendent of the College, to be the channel of communication between the Pundits and the Committee, to receive daily reports of the attendance of the teachers and scholars, to examine and sanction the pay bills for the approval of the Committee, and to visit the Institutions as often as necessary. There are upon record several other rules for that officer's guidance, among which is one directing him to examine the pupils quarterly, but there is no order for him to take an active part in tuition or to enterfere in the mode of teaching practised by the Pundits, nor do I believe that either of the former Secretaries gave lectures or taught in the College, their duties appear to have been confined to visiting the College, occasionally receiving reports from the Pundits, as abovementioned, and being present at the half yearly examinations in which, from their knowledge of Sanscrit, they were enabled to take a part. It may be difficult, if the Committee should adopt the proposal I shall presently make, of directing the duties of Secretary to be performed by the Principal, to procure a Principal with a knowledge of Sanscrit, and also qualified to instruct the first classes of the English school, and yet I feel bound to state to the Committee that this College has been greatly neglected. I heard no complaint of this institution not being supplied with a sufficient number of qualified teachers, but I should

be disposed to examine into the state and condition of this College, and its teachers, through the aid of some competent Sanscrit scholar, and I think it would be very desirable to engage the services of Captain Marshall, Mr. Sutherland, or some other competent person, to visit this College, and examine into the qualifications of the Masters. It is singular, but I believe perfectly true, that this College, since its first institution in 1792, has not produced one eminent Sanscrit scholar. But it is not for the Committee to discuss the utility of such an Institution, we have only to carry out fully and in good faith the directions of Government, and I would add to the salary of the Pundits or increase their number if the demand for Sanscrit literature requires such additional assistance; but, it will be seen that at present the number of Professors, and their allowances, are on a most liberal scale, though not equal to those at the Sanscrit College at Calcutta. The College is exceedingly well placed for the native population of the city, and the building well suited for the purposes for which it is used. The only other suggestion I have to make is the restoration of the Persian class, which is abolished. Mr. Nicholls, at the end of 1837, says of this class—" The Persian teacher, Moonshee Kasseenauth, is a man of ability, and has the reputation of being a good scholar. There are at present 29 pupils in the class, of whom 6 receive stipends; six of the lads who study Persian are in middling circumstances, the rest are all poor, they are not, as is the case in other classes belonging to the College, all Brahmins; some of them being of other respectable castes. None of the students in this class read Sanscrit, nor do the Sanscrit pupils study Persian. This branch of the Institution is certainly more popular among the people at large than the Sanscrit classes, yet it has, comparatively speaking, but few pupils to attend it; this circumstance may possibly be attributed to the fact that at Benares most of the res-

pectable natives have their children taught Persian at home by private teachers, or send them to schools in the vicinity of their dwellings; and many who make the language an object of study with a view of obtaining employment in the courts of law, &c., are Mosulmans, who are not admissible into the College." What I shall state for the restoration of this class at Agra, is applicable here "

BENARES ENGLISH SEMINARY.

OPENED 1830.

Ninth Year.

214. This school had at first only two Hindoo Bengalee School Masters, formerly students in the Hindoo College, Calcutta. The pupils' studies were limited to Grammar, Reading, History, Writing, Arithmetic, Geography, and translation from the vernacular (Bengalee) into English. In the year 1834 the seminary was made more efficient by the appointment of superior masters.

215. There were 126 students at the close of the year 1838, and during the year they increased to 142 in number. They were subsequently reduced to 136; of whom 45 were western Hindoos, 76 were Bengalee Hindoos, 9 were Mussulman, and 6 were Christians.

216. The studies of the boys of the 1st class of this department were Herschell's Astronomy, O'Shaughnessy's Manual of Chemistry, Clift's Political Economy, and Fergusson's Anatomy. They had finished the six books of Euclid.

216. Our President in his Report states—" I am sorry to say the acquirements of the boys are not to be estimated

by the variety of subjects in which they are instructed. They did not understand the first elements of many of these subjects, although the list stated that they had advanced in each subject to a certain number of pages." "I found," continues our President, "the same fault in our system here that I found elsewhere. Some of the Junior Masters were but imperfectly qualified. Boys were admitted at too advanced an age; and explanations in English were not early enough introduced into the classes. In truth the school is I fear in no better condition than it was at the close of 1837. Mr. Nicholls at that time stated—"Although the Institution now under review has been established rather more than 7 years, it must be acknowledged that in comparison with what has been effected in Bengal, but little has been done to the diffusion of knowledge, yet it cannot be said that it is a complete failure, for a beginning has certainly been made, and though I would not wish to indulge in too sanguine expectations, I think with time and perseverance more will eventually be accomplished. Admitting that the English seminary at Benares is behind the Calcutta schools, yet upon enquiry I think it will be found to be upon an equality with most of the Mofussil seminaries of similar studies, and under similar circumstances and management. In comparing the state of this school, with those at the Presidency and in its neighbourhood, and also with the other Mofussil ones, it must further be recollected that, although the Institution has been established for some time, it has been under direct European management only during the last three years, and also that the native teachers are Bengalees, foreigners at Benares, and therefore without much if any influence among the Hindoostanee inhabitants of the city. Most of the Mofussil schools have had European or East Indian teachers from their first establishment, but this was not the case with the Benares seminary."

217. The different exercises sent by the Local Committee did not indicate much advancement in the attainments of the pupils in Mathematics. The Head Master attributes this to the frequent withdrawals of students, and the irregularity in their attendance. The Local Committee were desirous to remedy this great obstacle to the attainment of the object of their exertions, and we trust that the bestowing of Scholarships to the meritorious students, and the expulsion of the irregular, will have the desired effect.

218. The Vernacular department had not attained that proficiency anticipated by us, owing to its being left for a considerable time without any teacher. One had been appointed; and we expect a great improvement will take place in the department during the next year.

219. Our President in his Report proposed that "if a Sanscrit scholar could be found with a knowledge of Western Literature and Science, he would be best fitted to fill such an appointment as that of Principal; but I fear it is vain to look for such a person, and all that we can hope is to find a Principal who will be an active Superintendent of the matters of business connected with the Sanscrit College, and Secretary to the Local Committee. If there are no Members in the Local Committee competent to preside over the half yearly examinations, as I believe there are not, I think we should depute some good Sanscrit scholar from Calcutta; and indeed some arrangement of this kind will be necessary, to ascertain, as I have already stated, the qualifications of the present teachers, and to place the College on an efficient footing.

220. "I have mentioned that the College is in the city, and easy of access to the inhabitants. The English

seminary is at some distance from the city, and during the hot season the pupils from distant parts of the city have great difficulty in attending it. The building is exceedingly well suited to its purpose. It was completed in November 1836, and its cost was 10,139 rupees. It is conveniently enough placed as respects the superintendance of the Local Committee; still it is not sufficient for the population to whom it is intended to afford instruction; and I cannot help thinking, with the large means that will now be applicable to the institutions at this place, that it would be desirable to establish a Branch School in a central situation in the city. By this means, the large native population adjoining the school, as well as those of the city, will have the advantage of a Anglo-Vernacular education. There will be ample funds for both institutions; and I entertain no fear of both being supplied with scholars as our system becomes better understood. I feel confident that many children of the residents in the city, are now prevented from joining our school, on account of the great inconvenience attending the sending their children such a distance."

These various suggestions have been submitted to the Government, and have received their sanction. They are now being carried into effect.

GHAZEEPORE SCHOOL.

Fifth Year.

221. This School continues to advance in a satisfactory manner. At the beginning of the year there were 103 and at the close 116; which was an increase of 13 during the

year. Of these pupils, 88 were Hindoos, 27 Mahommedans, and one Christian. These pupils were divided into six classes. The senior class consisted of ten pupils, and were employed in studying the History of Greece, Geometry, Algebra, and Arithmetic; they had also commenced Book-keeping, the principles of Political Economy and Philosophy. This was a considerable advance of the studies of this class since last year.

222. In stating the gratification which the increased number, and the more advanced studies of the pupils attending the school had afforded us, we were also obliged to remark the irregularity of some of the students. This had before attracted our attention, and we had to refer the Local Committee to a former letter in which we had recommended the continued, and increased attention to procure regular attendance, by giving a reward to the boy most distinguished in that way, in each class.

223. We received the Essay to which a Prize was awarded by one of the Members of the Local Committee. The Essay was considered highly creditable by us, and we were pleased to find that the Prize had acted powerfully in stimulating the students to exertion. We recommended that the subjects of these Essays should be Literary, Scientified, or Moral; which would be attended with more benificial results than directing the scholars' attention to Politics, at such an early age. We suggested that a portion of the day should be devoted to exercising the pupils in composition and translation.

224. We had pleasure in conveying the satisfaction the state of this school had afforded us, which we attributed to the zeal and assiduity of the Head Master, and the vigilant and judicious superintendence of the Local Committee.

225. With reference to this school our President in his report states as follows:—"I can speak with great satisfaction as to the progress made by the upper classes, and that they are really well taught, and have a fair knowledge of the subjects in which they are instructed." He also expresses himself most favourably of the exertions and zeal of the Local Committee and Head Master.

ALLAHABAD SCHOOL.

ESTABLISHED IN 1825.

FOURTEENTH YEAR.

226. The number of students in this school at the beginning of 1839 was 84, seven of whom were Christians, 15 Mahommedans, and 62 were Hindoos. The number has been reduced during the year by ten pupils.

227. The school was divided into six classes, the senior of which was engaged in perusing Milton's Paradise Lost, Poetical Reader No. 4, Goldsmith's History of England, Clift's Political Economy, Leechmun's Elements of Logic, Euclid's Elements, Algebra, Natural Philosophy, Geography and use of the Globes, and were exercised in composition and translation. We considered these studies as being too numerous.

228. The examination of the students by the Local Committee was satisfactory, both as regards their accurate pronunciation, and the intelligence and comprehension they displayed in furnishing replies to questions put to them in different subjects of their studies.

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224. We had pleasure in conveying the satisfaction the state of this school had afforded us, which we attributed to the zeal and assiduity of the Head Master, and the vigilant and judicious superintendence of the Local Committee.

225. With reference to this school our President in his report states as follows:—"I can speak with great satisfaction as to the progress made by the upper classes, and that they are really well taught, and have a fair knowledge of the subjects in which they are instructed." He also expresses himself most favourably of the exertions and zeal of the Local Committee and Head Master.

ALLAHABAD SCHOOL.

Established in 1825.

Fourteenth Year.

226. The number of students in this school at the beginning of 1839 was 84, seven of whom were Christians, 15 Mahommedans, and 62 were Hindoos. The number has been reduced during the year by ten pupils.

227. The school was divided into six classes, the senior of which was engaged in perusing Milton's Paradise Lost, Poetical Reader No. 4, Goldsmith's History of England, Clift's Political Economy, Leechmun's Elements of Logic, Euclid's Elements, Algebra, Natural Philosophy, Geography and use of the Globes, and were exercised in composition and translation. We considered these studies as being too numerous.

228. The examination of the students by the Local Committee was satisfactory, both as regards their accurate pronunciation, and the intelligence and comprehension they displayed in furnishing replies to questions put to them in different subjects of their studies.

229. Their exercises in composition were not equal to the expectations of the Local Committee; and no prize was given for this branch of their study at the examination. As the students have now directed their attention to these important exercises, we expect a greater improvement in them next year.

230. The excellent system of instruction pursued by Mr. Lowis, the Head Master in this school, has had a most favourable effect.

Our President was much pleased with this school, and considered the senior class as being in advance of all the English colleges and schools, he examined on his tour. The President continues--"amongst the subjects taught at this school is Political Economy, and one of the boys gave me with much distinctness an account of the theory of Rent. Their knowledge of the first principles of Natural Philosophy was distinct and accurate; and they had a fair knowledge of History. The boys of the senior classes read well, but not the junior classes. They were instructed by a native teacher, and the Local Committee complained of this, and of his inefficiency as a teacher." On this account he was removed, and an efficient Master sent.

231. The progress of the Ordoo and Vernacular Classes was generally satisfactory.

"Great praise," continues our President in his report, "is due to the Local Committee for their vigilant superintendence of the school, Mr. Mertin Bird is President of the Committee; but Mr. Elliot, Mr. Mosely Smith, and Mr. Montgomery, have been principally concerned in raising this school to its present prosperous condition."

NERBUDDA TERRITORIES.

SAUGOR SCHOOL.

Fourth Year.

232. At the end of the year 1839, there were 24 scholars on the list of the English, and 124 in the Vernacular department; which in the former was 6 less, and in the latter 2 more than at the end of the former year. The scholars in the English department were divided into five classes, and a preparatory class.

The first class consists	of	1	Scholar.
The second	of	3	ditto.
The third	of	6	ditto.
The fourth	of	3	ditto.
The fifth	of	6	ditto.
and the preparatory class	of	6	ditto.

We considered this number of classes too numerous to ensure emulation, and we recommended their being reduced so as to diminish the labour of the Masters.

233. The 1st and 2nd classes appear to be still engaged in elementary studies, embracing Ancient History, and the History of India, Digdurshun, Geography, Arithmetic to the Rule of Three and Vulgar Fractions; Translation, Composition, and Writing. A number of Prose Readers, with 12 copies of the History of Bengal, of Rome, and of Greece, were forwarded; and it was hoped that the scholars will soon be able to commence the History of England.

234. A few copies were sent of "Lessons on Objects," which we wished to be introduced as an interesting method

of conveying useful information, and accustoming the scholars to speak in English. We also recommended the Hindu Readers in the Depository at Saugor to be purchased, and used in this department.

235. We were pleased to observe the gratification which the examination afforded the Local Committee, and the improvement which they found had taken place in the acquirements of the scholars during the year.

236. *Vernacular Department.*—The number of scholars was diminished by 7 since the last Annual Report. It was then 124, of whom 9 were Mahommedans, and 115 were Hindoos. These scholars were divided into six classes, of which the senior had read the 9th, 11th, and 12th numbers of the Sabhavilas, and was engaged in Arithmetic, Geography, and Astronomy. The other classes were employed in more elementary studies.

237. We were pleased to find that the Head Master's dwelling-house was progressing rapidly, and that the School-house was repaired and furnished. We suggested the propriety of having both schools in the new building, and having the discipline and plan of instruction assimilated to one another, in both departments, as much as possible.

238. The want of regular attendance of the scholars may only be remedied by a strict attention to discipline, and by the distribution of quarterly tickets for regular attendance, and awarding a prize in each class to the scholar who had been most attentive, and had afforded most satisfaction to the Masters. This was suggested to the Local Committee.

JUBBULPORE SCHOOL.

Third Year.

239. In consequence of the inefficiency of the Head Master, we did not obtain the Returns of this School; an irregularity which we believe will not again occur, as an intelligent and able Head Master had joined the School, which since then had become more prosperous

240. At the beginning of the year there were twenty-four pupils attending the School, and at the end of the year the number had increased to twenty-six. Of the pupils attending the English School 21 were Hindoos, 3 Mahommedans, and 2 Christians. These formed four classes.

241. The attendance of the Senior Class was generally good. The studies continued to be elementary; consisting of the English Reader No. 2, the meaning of which they still explain in Hindoostanee. They had finished the elements of Grammar, and could parse an easy sentence. They now write on paper.

242. A more regular system of studies had been introduced; and we expect a considerable improvement in School at the next Annual Examination.

HOSSINGABAD SCHOOL.

Fourth Year.

243. The improvement in this School has not come up to our expectations. The number of pupils was increased, but the attendance of the scholars, and the progress made, was unsatisfactory.

244. At the end of the last year (1838) there were 43 nominally on the list of the School, and at the end of the year 1839 they had increased to 53.

245. The studies of the Senior Class consisted in Reading and Explanation, Grammar, Writing, Arithmetic, and Geography.

246. In Hindee their studies were also of the same elementary kind.

247. We regretted to observe that the Annual Examination was not so satisfactory as we were led to expect. The reason of this was that many parents had removed their sons, as soon as they were able to read and write, and also that the Master was absent during half of the year under review.

248. The prospect of any great improvement in this School was so uncertain and distant, that we recommended its being closed; and the Schools at Saugor and Jubbulpore, improved in efficiency. This has been done, and the result as far as can be yet known, is satisfactory.

AZIMGHUR.

Third Year.

249. At the end of 1838 there were 70 scholars attending this School, and at the close of 1839 these had increased to 223. These scholars were divided into an English, Vernacular, and Sanscrit Department; of which 196 attended the English and Vernacular Department, and 27 the Sanscrit. The former Department was divided into six classes, which were again sub-divided into two

or more divisions each. We considered such sub-divisions objectionable, for the reasons already stated. We proposed, when there was a considerable difference in the acquirements of the same class, that the superior scholars should have voluntary exercises given to them, besides those given to the inferior pupils of the class. We also proposed that exercises in translation and composition should engage the attention of the students of the Senior Classes, for a short period daily.

250. We were pleased by the large accession of scholars, by the concourse of residents, both European and Natives, who were present at the Examination, and by the handsome donations which were made, which proved that the School had arrived at a considerable degree of popularity.

251. The report of the Local Committee shewed that the Senior Class exhibited great proficiency in English Reading, Grammar, Algebra, as far as Equations, Geometry, Mensuration of Planes, Natural Philosophy, and in an especial manner in Geography and Arithmetic. This testimony was highly gratifying to us, and reflects much credit on the industry and intelligence of the Head Master.

252. The Vernacular language appeared to hold a prominent place in this School, and this is supposed to have contributed, in a certain degree, to its popularity. The system prescribed to the General Committee by the Government does not admit of the use of the Vernacular languages as the principal medium of instruction; nor do the General Committee think them adapted to that purpose. The want of books in these languages makes it impossible for us to give that kind and degree of education through these means, which can be easily imparted when

the ample store of English Literature and Science are once laid open to the natives, by a knowledge of the English language. We have, however, the question of instruction through the Vernacular medium, and especially of supplying the existing deficiency in good Vernacular Class-books now before us, on a recent reference from Government, and we would only observe at present that we have seen with much satisfaction the testimony borne to the efficiency of the Vernacular Classes in the Azimguur School. The desire of the pupils to gain a knowledge of Geography affords a gratifying proof that a taste for that useful branch of study, according to the English system, exists; a large Map of Hindoostan, drawn with much accuracy and neatness, by one of the scholars of the School, was sent to Calcutta for our inspection. It was much admired, and after being properly mounted, was returned to be used as a School Map.

253. We had pleasure in expressing to Mr. Tucker, the Secretary of the Azimghur School, our thanks for the useful works which he had published on the subject of Education; which as well as his great zeal, will no doubt, accelerate education in the Azimghur district, and will tend to diffuse that spirit which will be productive of innumerable beneficial results. We were also pleased to observe that Mr. Norton had established a School at Atrowlie and others were meditated with the assistance of Government; but we regretted that our limited means and our present plans obliged us to confine our efforts of instruction to the principal towns and cities for the present; and we could not recommend to Government the establishment of these Village Schools under such circumstances.

254. At the same time, we had pleasure in increasing the efficiency of the Azimghur School which had met

with such success; by making an additional allowance of 150 rupees per month for a Second Master, and as an encouragement to the Head Master, we increased his salary fifty rupees.

GORUCKPORE SCHOOL.

Fourth Year.

255. This School has continued to improve during the year, and although the number of scholars was only 52, the Local Committee stated that this did not arise from apathy, or want of inclination on the part of the inhabitants to secure for their children the advantages of the education which the School afforded, but from the dismissal of the unwilling and inattentive students, whose continuance in School proved neither advantageous to them, nor creditable to the Institution.

256. The elementary nature of the studies of the School rendered it unnecessary to enter into a detailed account of the studies of the School. The pupils of the Senior Class were studying the elements of Natural Philosophy, they had advanced as far as fractions in Arithmetic, and were exercised in History and Geography.

257. The Local Committee expressed themselves much gratified with the progress evinced by the pupils; especially the freedom of language, and the correctness of thought, displayed by some of the more advanced pupils. They could also compose a plain letter, and give a simple description in English of any common object, or occurrence correctly. We were also pleased to observe that there were several voluntary pieces of work executed out of School exhibited at the annual examination, such as an account of Goruckpore, its buildings, products, &c. a

dissertation on the difference between savage and civilized life, some neat drawings of Village Maps, &c. The First Class could translate easy lessons from English into Urdoo, and from Urdoo into English. This progress we did not consider discreditable, with regard to other institutions, and we anticipate that in submitting our next report we shall find the School has continued to advance.

DIVISION IV.

DELHEE OR NORTH WESTERN PROVINCES.

AGRA CENTRAL COLLEGE.

SEVENTH YEAR.

258. At the commencement of 1839 there were 277 students, on the rolls of the College, and at the end of the year, there were 279 students. At this College the pupils too often leave, as soon as they have acquired such an elementary knowledge as will fit them for inferior situations. We expect that this great obstacle to the fulfilment of our wishes will in a certain degree be removed, by the distribution of pecuniary Scholarships to meritorious students.

259. The English department had 119 students attending its classes, at the end of the year. Of these 7 were Christians, 14 Mahommedans, and 98 Hindoos. This was a diminution of 22 students during the year. The present Students form 4 senior, and 6 junior classes.

260. In consequence of most of the students of the Senior Class having left School during the year; and nine of the Second Class having obtained situations, there had been very little advance made during the year in the

studies of these Classes. The Senior Class was engaged in studying the History of India; Paley's Moral Philosophy; Marcet's Political Economy; and Brinkly's Astronomy. In Algebra they had gone as far as Quadratic Equations, and they were studying Trigonometry.

261. The Junior Classes were not in such a good condition. They were stated not always to be well taught. The pupils were also often admitted at too late an age, and explanation in English was too long deferred. These defects have, it is believed, been corrected.

262. The Urdoo Classes are not in a satisfactory state. The pupils are 88 in number, and had not always been well taught. Their studies were elementary, being the Lubo taawarickh; Tytler's General History; Miss Bird's Ancient History; Gilchrist's Ressalah, and Mufid's Sebean, or No. 2 Reader.

263. Our President remarked as follows, on the Oriental department of the Agra College: "The Committee in their second printed report when reviewing this institution observed, that the pupils in our Seminaries ought not to be encouraged to cultivate more than one learned language, either English, Persian, Arabic, or Sanscrit, besides the Vernacular language of the province." The attempt to acquire two learned languages will end in both being superficially obtained, and much time will be lost in multiplicity of words while little real knowledge of any sort will be acquired. To place the Oriental department on a satisfactory footing it is necessary to have efficient masters, and supposing the liberal scale of allowances I propose should be adopted by the Committee I think it would be desirable to request Mr. Thomason to assist us in the selection of masters, and I would leave it to him to examine into their respective merits, and to dismiss and

approve as he may deem expedient. Mr. Thomason will be a resident of Agra, and I am sure he will not only cheerfully undertake this duty, but continue to superintend and watch over the Oriental department of this institution. In our last Report we stated that the loss of official value which the Persian language has sustained induced us to suggest to the Local Committee the expediency of gradually "assimilating this to the other Anglo-Indian Institutions," and the Persian Class is consequently abolished, though at Delhee it is allowed to continue; a strong opinion appears to be entertained by those who take an active part in education in the North Western Provinces. Mr. Wilkinson thus expresses himself on this subject—"The entire exclusion of Persian from our Colleges I cannot but regard as the most impolitic act of the General Committee. It is calculated to excite feelings of the deepest enmity and hatred against us amongst a very large and influential, and certainly by far, the most enlightened, though most disaffected portion of the native community. And it must be admitted that the Persian Moralists, Poets, and Historians are, if well selected better calculated to be of use in forming and polishing the native mind, and I may add in freeing it generally from superstition, than any other course of Oriental study. Look at a well educated Kayuth how vastly superior he is to every class of the educated Hindoos. They have but a small fraction of the prevailing superstitions, and acquire notions of the Supreme Being, of Policy, Government, and Morals (as taught in despotic countries where polygamy prevails) superior to what their own books contain, at the same time that they escape from imbibing fanaticism which the same course of study seldom fails to impart to the Mussulman. In this war against Persian may be seen one of the causes why so few Mussulmans seek an education at our schools. By seeking too rapid and entire a change in the existing tone of the Mussulman's feeling, we

are losing the opportunity of effecting even any change at all." I would therefore suggest the propriety of restoring the Persian Classes at this Institution, the cost of which will not be cosiderable, while I believe it will be gratefully accepted by the Mahomedan population, and remove every supposition that the Committee are not anxious to do full justice to the Oriental Institutions. I must however add I think it very questionable whether we should continue to allow our pupils to be instructed in more than one learned language, besides Hindee and Urdu, but this question may be more appropriately discussed at our General Meeting than here.

The Arabic students of the Agra College were perusing the Alef Lyla. They were but little advanced in their knowledge, beyond that of last year.

264. In the Hindee department there is one Sanscrit Class, one Arithmetic Class, perusing the Lelavotee, and three Hindee Classes. The Senior Hindee Class was perusing a translation of Marshman's History of India. Adam's Hindee Grammar, and Stewart's Historical Anecdotes. The state of these Classes was not satisfactory. There was a want of classification in this department, which has, we trust, been rectified. We have also taken care to improve the other inefficient departments of this College, and we expect a very considerable improvement next year.*

* A Principal has been since appointed, and the Teachers both English and Oriental, have been changed when that was necessary, to place the Institution on a more effective footing.

DELHEE CENTRAL COLLEGE.

Forty-eighth Year.

265. At the end of the year the number of students remained nearly the same as at the close of the preceding; as exhibited in the following Schedule:

Year.	Arabic	Persian.	Sanscrit.	Total.
1838	35	39	29	103
1839	39	41,	24	104

From this Table it appears that there was an increase of 6 in the Arabic and Persian departments, and a diminution of five in the Sanscrit Classes.

266. The Senior Class had finished Shumshbzgha, and was engaged in perusing the Hedaya, and Meerzahed Amoor Aumma, with the Hoshia of Abdool Alee, and Makamate Horeery. These works, with those of the other Classes, are in advance of the studies of the previous years, and the quantity read was satisfactory.

267. The annual examination was well attended by the native gentlemen of Delhee, and we were pleased to observe the satisfaction the acquirements of the students afforded them. The head Mouluvie's report bore testimony to the efficiency of the Classes; and satisfied the Local Committee—"that the zeal and application of the Teachers and pupils, during the year, had not been less than during the previous year."

268. Our President proposed, after a careful inspection of the Madressa, "that the Professors and Teachers should be remunerated on a liberal scale, and he would at once give them salaries equal to those which are now received by the Professors and Teachers at the Madressa at Calcutta. Should this scale of allowance be approved of, I would then propose, as I think we have not a sufficient knowledge of the merits or demerits of Teachers or Professors, to decide upon them here, that some person should be selected to discharge that duty for us, that is some person who is competent by examination to enquire and decide on their respective merits, and I would vest in this person the power of appointment and dismissal. The same person might also suggest to us the names of native gentlemen to be recommended to Government for appointment to the Local Committee. I know of no one in the Upper Provinces better fitted to discharge this duty, or who would undertake it more zealously than Mr. Thomason, and I would propose that the Committee should solicit his kind assistance, and beg of him to visit Delhee for this purpose. The scale of allowances being decided upon, Mr. Thomason would only be required to select the persons he thought best fitted to receive them. If this proposal is approved of, Mr. Thomason would probably be able to visit Delhee as soon as the rains enable him to travel."*

269. The Persian Essays and Arabic translations of the Senior Classes we considered satisfactory.

270. The Sanscrit Class was also reported to be in a satisfactory state.

* Mr. Thomason has since visited Delhee and examined the College. He found it necessary to make considerable changes, in order to put it in an efficient condition.

DELHEE INSTITUTION.

Twelfth Year.

271. The number of pupils attending the Institution at the end of the year 1839 was 85, which was two less than at the end of 1838, and 38 less than at the beginning of the year. This diminution was not accounted for by the Local Committee.

272. The Annual Examination was held on the 20th and 23d December. The Senior Class consisted of three students, which we hope will be increased in number. It was examined in Hume's History of England, and Gregory's Lectures on Natural Philosophy; and the answers afforded the examiners satisfaction. The Geometrical, Algebraical, and Astronomical examinations, were also satisfactory.

273. Two Essays by the two most advanced students shewed considerable progress in English composition. It was not, however, stated whether these exercises were written without assistance, and we expect next year to have Essays forwarded, in the preparation of which no assistance had been given.

274. The other classes were small, and the progress made during the year was slight. This was partly owing to the number who had left during the year, in search of employment, and the number of pupils promoted from the Junior Classes.

275. The progress of the classes in their Urdoo studies is highly satisfactory. Wazeer Khan, a pupil of the third class, was, after an examination, appointed to the stipendiary class in the Medical College, where he is giving great satisfaction.

276. The following are the Minutes of the Local Committee:

"The Members of the Local Committee of Public Instruction take this opportunity of expressing the gratification which the examination of the pupils of the Delhee College afforded them on the 20th and 23d December 1839. The Teachers seem to have been assiduous in their attention to their duties—and the attainments of the two Senior Classes in particular were highly honorable both to Teachers and Pupils."

"The readiness and accuracy with which the boys of those classes answered the different questions put to them in History, Geography, Astronomy, &c. were beyond all praise, and their progress in English Composition will no doubt appear very satisfactory to the General Committee, on a perusal of the Essays and Translations to be forwarded to Calcutta."

"There is a great difference between the attainments of the two Senior and the Junior Classes, nevertheless the Local Committee see no reason to feel dissatisfied with the exhibition of the Juniors, some of whom indeed made a very creditable appearance, while one boy named Gopaul (3rd Class) astonished the Committee by the amount of knowledge displayed by him in the course of the Examination."

(Signed) E. COLVIN.
" A. ROSS.

"I concur generally in the above. The result was satisfactory, especially as regarded the two Senior Classes save in respect to pronunciation, in which no improvement had been made, though much needed."

(Signed) T. T. METCALFE.

277. The attention of the Masters was particularly directed to the bad pronunciation of the Senior Classes as stated by Mr. Metcalfe.

278. Our President has favored us with the following remarks on the state in which he found this Institution :

" I have to report to the Committee that I examined several of the classes. I also endeavoured to ascertain the acquirements and capacity of the respective Masters."

" This sub-division of only 102 boys into 11 classes is, I think, most objectionable, and was observed upon by our Secretary in the memorandum which he placed before the Committee at our last General Meeting: And the number of teachers as the Committee have already said (agreeing with a Minute of the Governor General) is disproportionately large, as compared with the number of scholars. The boys of the 11th, 10th, 9th, 8th and 7th Classes, I found had made little or no progress in the subjects in which they were instructed. To the system of teaching their want of progress was, in my opinion, mainly attributable. The native teachers are retained on small salaries not sufficient to secure the services of any well educated person, and the consequence of course is that the inferior teacherships have fallen into the hands of natives imperfectly educated, and with a very imperfect pronunciation of the English language. The boys of these classes were quite unable to explain in the English language the meaning of what they read, their Masters never attempting to explain in English but only in their own language. The 6th and 5th Classes had made a little progress in Grammar and Arithmetic, and had read a little of the Histories of Greece and Rome, but they had not been taught even the elements of Geography. The next classes, the 4th and

3rd, although they were said to be instructed in other subjects, and although most of the boys had been for four or five years in the school and some for six years, had made little progress, indeed in History they were more deficient than the boys of 6th and 5th Classes. The defective state of these classes is mainly attributable to their being placed under an incompetent Master. The only two classes of which I am able to speak at all favorably in this Institution are the second and first, both under the tuition of Mr. F. Taylor, the Head Master The boys of the second class were only 8 in number, and of the first class 4, and these were the only classes which Mr. F. Taylor instructed out of the whole School. There was one defect that ran through the School, not a boy could read English correctly or with a good pronunciation; and although the boys of these classes professto be reading Brinkley's Astronomy, Whewell's Mechanical Euclid, Bridge's Algebra, and Plane Trigonometry, they had no knowledge of the very elements of Natural Philosophy. This Institution has, however, turned out some fair English Scholars, and I am satisfied that when an improved method of teaching is introduced in the lower classes of the School, that the youths, when they arrive at the first class, will have acquired a degree of knowledge and a mastery over the English language that can only be improved by a higher grade of tuition. I would make the following suggestions for the improvement of the Institution, I see no reason to doubt the propriety of the Resolution, which the Committee came to at its last meeting, indeed my opinion of its necessity is confirmed, namely, that the Committee should procure a Principal for both Institutions, who will instruct the senior classes in Literature and Science, and will devote his whole time to the duties of his office. There is no person at present connected with this Institution qualified to fill this

office. The progress which the pupils have made in the English College is entirely owing to the praiseworthy exextions of the Head Master."

"I propose, whenever a Principal is appointed, that he shall in addition to instructing the senior classes in Literature and Science, be required to carry on the duties of Secretary to the Local Committee. Then one office establishment, and one set of accounts should be substituted for the present separate establishments and separate accounts. I think a Principal and three efficient Masters will be quite sufficient for this Institution, until its numbers have greatly increased."

"One great defect in the method of teaching I found universal in the Schools I visited in the Upper Provinces. The boys are not taught early enough to explain in English; the consequence of which is that they never use our language for colloquial purposes, and the boys, even of the first classes, speak English, and explain themselves in English with difficulty."*

BAREILLY SCHOOL.



Third Year.

270. The account of the School continues still unsatisfactory; and the number attending it had diminished to ninety-nine. The cause of this fallen off in the number of pupils was not explained by the Local Committee. We were induced to attribute it to the inefficiency and want of zeal of the Head Master, and the site in which the

* A Principal and two junior Masters have since been appointed.

School was placed. Measures have already been taken to remedy both these serious evils; by the selection of an European, acquainted with the vernacular language, and with the habits of the people, and by the removal of the school to a central position. We expect satisfactory results will follow these changes.

280. The senior class consited of seven youths who were engaged in learning Grammar, Translation, History, and Geography, with Arithmetic, Algebra, and Geometry. They were also practiced in Map drawing. The studies of the other two classes were rudimental, and do not require any detailed accounts from us.

281. Our President examined this school. The following were the subjects which he remarked upon, and to which the attention of the Local Committee has been directed.

Ily. The inefficiency of the Head Master.*

IIly. The distance of the school from the city, and the prejudice against the present school house—it having been formerly used for Missionary purposes; and

IIIly. The advanced age at which the pupils were admitted. This will be avoided in future by the admission only of young boys to commence the study of the language, and the removal of the present students who were still learning the rudiments of the language, unless they agree to pay for their education.

* An experienced Master has since been appointed to the school.

MEERUT SCHOOL.

Fifth Year.

282. In our last Report the number of students attending this school was 47, but, at the beginning of the year under review the register showed a list of 57 pupils; which was an increase of ten above that of the year 1838.

283. Our President in his report on this school observed—

I. That the Head Master attended almost exclusively to the instruction of the senior class, and that he thought his attention should also be directed to the studies of the other classes in which there was a want of arrangement, and superintendence.

II. That there was a great irregularity in the attendance of the scholars; that many of them had commenced their study of the English language at too late an age, and consequently left the school before they had advanced to a useful extent in their studies. The Head Master's attention was particularly directed to these defects.

284. From the returns it appeared that the school was progressing satisfactorily as compared with the last year; particularly when the unfavorable circumstance with which the school had to contend with was considered, from the removal of the Head Master, after a protracted period of bad health.

285. The school was divided into six classes, and the students of the senior class had read 40 pages of Marshman's India; and they knew the Geography of India, America, and the World; in Arithmetic they had gone as

far as Fractions, in Euclid to the 1st book, and in Algebra to Multiplication. They were also reading an elementary work on Astronomy, and in Moral Philosophy. They had gone through the 2nd book of Paley's Nature of Right and Obligation, with the particular and general consequences.

286. The necessity of increasing the efficiency of the vernacular department having been felt, owing to the avidity shown by the natives to avail themselves of the instruction afforded in that department; we have raised the salaries of the Urdoo teachers, to secure the services of qualified persons. It is hoped this will lead to fresh accessions to the school, and thus increase the sphere of its usefulness.

FURRUCKABAD SCHOOL.

Fourth Year.

287. When our President visited this school there were 105 scholars attending it; of whom 30 were Christians, 50 Hindoos, and 25 Mussulmans. The following are extracts from his Report;—"The first class consisted of only 8 boys. Considerable progress had been made by the class in the subjects in which the scholars were instructed, and much credit was due to the Head Master. I directed him, however, to take the second class also (consisting of 24 boys) under his charge; and informed him that it was his duty to examine occasionally into the state and condition of the other classes, and generally to superintend the school. He had contented himself with pushing on a few boys with a desire probably of exhibiting the forward condition of this school."

288. The senior class was employed at the end of the year in perusing the History of England. They knew Geography, Arithmetic to vulgar fractions, and the Rule of Three to decimals; could solve questions in simple Equations, and knew the 1st and 2nd books of Euclid, and the Elements of Mechanics and Astronomy.

"I found the second class unable to explain the meaning of words in English, and many of the boys are admitted, as I have already stated, is the case in so many of our schools, at too advanced an age to make any satisfactory progress in our language. In the second class there were pupils whose ages were 17, 19, and 20. It will be observed that the Christians in this school are in a larger proportion to the Natives than at any of the other schools I visited. Futtegurh was a large Military as well as Civil Station, and there are still many Christian families residing there connected with public offices. To the Christian population no doubt the school is conveniently situated, but not so for the Native inhabitants of the city. The school was originally located on the premises of the Madressa, and then it was properly designated as the Furruckabad School; but it was found that the building was ill suited to the purposes of an English school, and our Report of 1837 states "that we sanctioned the separate location of the school in the city, and that a bungalow be hired for its accommodation;" the school is still designated the Furruckabad School. I presumed, in common with many of the Committee, that the school was still within the city, instead of which it is nearly five miles from the city at Futtegurh, the Civil Station, to which place the inhabitants of the city must now send their children if they desire to place them in our English school. For the house, which is on the banks of the Ganges, and which affords a very desirable residence for the Master, we pay 20 rupees a month, but the unusual

distance is felt by the inhabitants of the city, and much complained of. I was long enough at this place, to accompany Dr. Hunter, the present Secretary to the Local Committee, on a search for a suitable building in the city, and we discovered a large house which he ascertained could be had at a moderate rent, and which, besides affording ample accommodation for the school, had apartments suitable for the residence of the Head Master. To this house the school is now removed. The result has been what I anticipated; there has been an increase of Native students, while the Christians attending the school, have diminished.* There is a good Library at this school, but the boys had not free access to it. Here, as at other places, the Master seemed to think the books were to be kept safe, and not used."

289. No instruction was given in the vernacular languages to the Natives who were learning English; a defect which has been remedied by the appointment of an Urdoo, and a Hindee Master.

AJMEER SCHOOL.

Fourth Year.

290. The progress of this school during the year affords us an example of the advantage of attention on the part of the Master, and the importance of activity on the part of the Secretary and Local Committee. At the end of the year there were 143 scholars attending the school; which shews that 59 scholars had joined the school since the end of the former year.

	Christians.	Mahommedans.	Hindoos.
* December 1839,	15	27	48
1840,	2	18	100

291. These scholars were divided into five classes. The senior class was employed in reading an easy English book, and Syntaxical Parsing, Geography, Arithmetic, Letter Writing, and Translation. The Local Committee bear satisfactory evidence of a general very considerable improvement having taken place in their studies; more particularly in the accurate manner in which they read, pronounce, and explain; and in the extent of their grammatical knowledge. The translations forwarded to us were, considering the short time the pupils had been employed in these exercises, very creditable. We were also pleased with the progress and plan of study pursued in the other classes; which did not call for any remarks from us.

292. The Local Committee did not consider that any of the scholars had made such progress as called for a distribution of prizes. In this we did not interfere; although we stated that in another year we hoped the scholars would prove themselves, by their attention and intelligence, worthy of prizes; which would act as an encouragement to future exertions.

293. The steady advancement of the scholars in the knowledge of Hindee and Urdoo was also highly satisfactory.

294. Another proof of the favourable change which had taken place in this school was the scholars paying half the value of their school-books. We are gratified in being able to give so favourable an account of the Ajmeer School; and while we notice with pleasure the zeal and intelligence of the Head Master, we are aware that much of the success of the school, and the favourable prospects which it holds out depends upon the active supervision of the Secretary, and the judicious rules of

procedure laid down by the President, and the Local Committee.

295. We request to be permitted to publish this Report for the information of the Local Committees, and the Teachers of the different Seminaries, and of the public at large.

We have the honor to be,

My Lord,

Your obedient humble Servants,

(Signed) E. RYAN.
" W. W. BIRD.
" H. T. PRINSEP.
" A. AMOS.
" C. H. CAMERON.
" C. W. SMITH.
" F. MILLETT.
" G. A. BUSHBY.
" F. J. HALLIDAY.
" J. R. COLVIN.
" R. J. H. BIRCH.
" J. C. C. SUTHERLAND.
" J. GRANT.
" TAHOWUR JUNG.
" RAMCOMUL SEN.
" PROSONOCOMAR TAGORE.
" T. A. WISE.

(Signed) T. A. WISE, *Secretary.*

APPENDIX.

No. I.

MINUTE BY THE RIGHT HONORABLE THE GOVERNOR GENERAL.

GENERAL DEPARTMENT.

Native Education. I have not hitherto, since I assumed charge of the Government, recorded my sentiments at any length on the important questions which regard the best means of promoting Education amongst the Natives of India. The subject is one of the highest interest, and especially calls for calm consideration, and for combined effort. But unhappily I have found violent differences existing upon it, and it was for a time, (now I trust past or fast passing away,) a watchword for violent dissension, and in some measure of personal feeling. I judged it best, under these circumstances, to abstain from what might have led me into unprofitable controversy, and to allow time and experience to act, with their usual healing and enlightening influence, upon general opinion. I may earnestly hope that we are now not very far remote from arriving at some satisfactory result in respect to our Education Controversies, and I will approach the topic, with the hope of contributing in some degree to this end.

2. Annexed to this paper will be found a Note compiled by Mr. Colvin, containing a condensed view of the principal facts, and of occasional notices of some considerations

suggested by them, which relate to the general progress and present condition of the plans of Native Instruction as pursued in different parts of India, and of the tenour of the most important directions on the subject of Public Instruction which have been received from the Hon'ble the Court of Directors, and with reference to those facts, as they apply particularly to the progress effected in the different Presidencies, and to the circumstances which have come under my observation, when at the seat of several of our Institutions in Bengal, I will endeavour to state with all fairness the conclusions to which I have brought my mind on this subject.

3. I have first however to state my opinions on two specific references connected with the question which are before me from the President in Council—the one relating to the appropriation of Funds heretofore assigned to particular Institutions, and the other to Mr. Adam's scheme for the improvement of the Indigenous Schools in the Bengal and Behar districts.

4. Before entering on the details of the first of these subjects, I may observe that it may in my opinion be clearly admitted, and I am glad from the papers before me, to see that this opinion is supported by the authority of Mr. Prinsep, that the insufficiency of the Funds assigned by the State for the purposes of public instruction has been amongst the main causes of the violent disputes which have taken place upon the education question, and that if the Funds previously appropriated to the cultivation of Oriental Literature had been spared, and other means placed at the disposal of the promoters of English Education, they might have pursued their object aided by the good wishes of all. In the Bengal Presidency, with its immense territory and a revenue of above 13 millions, the yearly expenditure of the Government on this account is little in excess of 24,000£ or 2,40,000 Rupees, and I need not say how

Item		Rs.
Parliamentary Grant, ...		8,888
Interest on Government Notes, ...		3,030
Madrissa, ...		2,666
Sanscrit College, ...		2,055
Delhie Escheat Fund;		250
Benares College, ...		1,701
Agra College.		
Endowment of Villages,	1,175	
Interest of Government Notes, ...	622	
		1,797
Per Mensem, Rs...		20,387

in a country like India, it is to the Government that the population must mainly look for facilities in the acquisition of improved learning. There is, I well know, the strongest desire on the part of the authorities, both in England and India, to support every well arranged plan for the extension of Education, and the dispatches of the Honorable Court are full of the evidence of their anxiety on the subject. I may cite in particular the declaration of a dispatch of the 18th February, 1824. "In "the mean time we wish you to be fully apprized "of our zeal for the progress and improvement of Education "among the natives of India and of our willingness to "make considerable sacrifices to that important end, if "proper means for the attainment of it could be pointed "out to us." Such we may be assured is the feeling by which the Court is up to this time guided, and the difficulty has been not in any unwillingness to grant the money necessary to give effect to good plans, but in framing such plans, on principles admitted to be satisfactory, and in finding fitting agents for the execution of them. I have alluded to the limited amount and to the existing appropriation of our present funds not certainly with the slightest idea of casting reproach upon the previous course of administration, but merely as a fact which is of importance in its bearing upon former discussions. The sum immediately at command was limited. Parties wishing to promote the diffusion of knowledge in different forms contended eagerly the one to retain, the other to gain, that sum for the schemes to which they were respectively favorable, and had fresh sums been at once procurable, no one might have

objected to their employment for a full and fair experiment on the new ideas which began to prevail. The inference to which I would point from these facts and observations is that a principle of wise liberality, not stinting any object which can reasonably be recommended, but granting a measured and discriminating encouragement to all, is likely to command general acquiescence, and to obliterate, it may be hoped, the recollection of the acrimony which has been so prejudicial to the public weal in the course of past proceedings. The Hon'ble Court have already, as was to be expected, acted on this principle. They have made a separate grant for the publication of works of interest in the ancient literature of the country to be disbursed through the appropriate channel of the Asiatic Society, and this measure is one which has been hailed with universal satisfaction.

5. On the merits of the first of the two questions immediately referred to me, which I would consider in the spirit which I have here commended, I would at once say, on the position that the Government has given a pledge that the funds heretofore assigned to particular institutions shall continue to be so for ever appropriated, that I cannot hesitate to express my conviction that the acts or intentions of the Government will not justly bear this very exclusive and restrictive construction—I remember the discussion of April 1836, and certainly I did not understand that the Resolution to which the Government then came was intended to have the force of a perpetual guarantee of the expenditure, *wholly within each institution*, (whatever might be the nature of the instruction to which they might be devoted), of the funds which might have been assigned to it. The plain meaning of the proceedings and the profession of the Government seems to me to have been that, stipends having been every where discontinued, it would do nothing towards the abolition of the ancient

Seminaries of Oriental learning, so long as the community might desire to take advantage of them—their preservation as *Oriental Seminaries* being alone at that time within the contemplation of either party. Had it been intended to promise that, whether Arabic, Sanscrit, or English were taught, the particular Institutions should at all events be retained, the meaning would surely have been expressed in much more distinct terms. My impression of the state of the case is briefly this—that the General Committee viewing the maintenance of the Oriental Colleges, on the footing to which I have referred, as prescribed and secured, proposed to consolidate all separate grants into one General Fund, the savings of which, after the Oriental Colleges should have been thus provided for, should be held by them to be clearly applicable to their general purposes. The answer of the Government on 13th April 1836, after a discussion in which I in the first instance expressed a willingness to assent to the propositions of the Committee, was in these guarded terms—"*under existing circumstances*, the Government in India thinks *it will not be advisable* to make the consolidation into one fund of all grants, made heretofore by Government for purposes of education, as suggested by the Sub-Committee of Finance, nor does his Lordship in Council imagine that the Committee *will be put to much inconvenience* by drawing its fund separately as heretofore and crediting them whether derived from a Government monthly grant or from the interest of stock previously accumulated to the particular seminaries to which they have been assigned leaving any excess available in any institution to be appropriated *as may appear most equitable* with reference to the Orders of Government, 7th March, 1835, and the pledges and assurances THAT MAY HAVE BEEN GIVEN to particular institutions." The alteration of the word "belong" to "have been assigned" as marked above, will shew the spirit of compromise amongst varying opinions in which the draft was agreed to. There

was here no statement that the consolidation was a thing wholly out of the question. The diversion of funds from particular institutions was admitted as a measure which might or might not be proper, and (the circumstances of all institutions not being before the Government) there is a reservation for the pledges and assurances, "*that may have been* given" to some of them.

Under such a reservation, if a specific promise in perpetuity of a particular sum to a particular institution could be shown, such a promise would have of course to be respected; but otherwise by these Orders of April 1836, things were left exactly as they stood before: Whilst however, I am bound to declare that such is my distinct impression on the subject, and whilst for one I would reject the strict principle of absolute and irreclaimable appropriation, I am yet strongly of opinion that it will be best on every account to dispose of the question on the principle of a liberal consideration to all wants and claims. I see no advantage to be gained in this case by a close contest for strict constructions, and having taken a review of money estimates and of local wants, I am satisfied that it will be best to abstract nothing from other useful objects, while I see at the same time nothing but good to be derived from the employment of the funds which have been assigned to each Oriental Seminary, exclusively on instruction in, or in connexion with, that Seminary. I would also give a decided preference, within these Institutions, to the promotion in the first instance of perfect efficiency in Oriental instruction, and only after that object shall have been properly secured in proportion to the demand for it, would I assign the funds to the creation or support of English classes. At the same time, I would supply to the General Committee of Public Instruction from the Revenues of the State any deficiency that this Resolution might [illegible] in the general income at their

disposal. And if they should already have partially used for other objects, the savings arising from the Seminaries supported by special funds, I would in recalling such savings, protect the General Committee from loss on that account. The Statement in the margin will shew the contribution from the Revenue which this final settlement of the subject will occasion. It will be perceived that, calculating from the amount of stipends as they existed untouched in the end of 1834, and deducting 1-4th as required at all events for the Oriental Colleges under a Scheme of Scholarships such as I shall hereafter state that I would approve, the additional Annual Disbursement from the Treasury will be about 25,000 Rupees, and perhaps there may be 6,000 Rupees more per annum on account of the office, which has been abolished, of Secretary to the Sanscrit College at Benares. I am well persuaded that the Hon'ble Court will approve of our having closed these controversies at this limited amount of increased expense. I would, upon this understanding, willingly join in the direction sent to the General Committee in the letter of Mr. Prinsep on the 31st of July last, "to avoid making any alienation (from the assigned funds of the Oriental Institutions) "without previously soliciting the "sanction of Government." They should, as I have said, be desired to appropriate the funds within the Oriental Colleges, first to Oriental and then to English instruction. I would not on any account admit the extension of the system of Scholarships within these Colleges beyond the general proportion, (which should be on a liberal scale) allowed elsewhere, for this would be an

	Amount of Stipends December 1834	Per annum.
Calcutta Sanscrit College,	696	8352
Madrissa, ...	654	7848
Benares College,	348	4176
Agra ditto, ...	480	5660
Delhie ditto, ...	627	7524
		33560
Deduct 1-4th		8390
		25170

excessive and artificial encouragement which might be justly objected to. But I would secure the most eminent Professors for the Colleges. I would encourage the preparation, within the limits of the funds, of the most useful Books of Instruction, such as of the Siddhants and Sanscrit version of Euclid which Mr. Wilkinson has urged upon us, and I would provide in some form which the General Committee should be required to take into early consideration, for an improved and effective superintendence of the Oriental Colleges of the North Western Provinces, where I know that such a supervision is very obviously required. Funds that might still remain available could be doubtless to much advantage devoted to European instruction in union with those particular Institutions, and I should look with very warm interest to an efficient scheme for imparting English Education to Mahomedans at the Madrissa in Calcutta.

6. The other reference made to me is with regard to Mr. Adam's plan for the improvement of indigenous Schools and Teachers. I would observe upon it that it is impossible to read his valuable and intelligent report, without being painfully impressed with the low state of instruction as it exists amongst the immense masses of the Indian population. Attempts to correct so lamentable an evil may well be eagerly embraced by benevolent minds. Yet I cannot but feel with the President in Council that the period has not yet arrived when the Government can join in these attempts with reasonable hope of practical good. When Mr. Adam enforces his views "for the instruction "of the poor and ignorant, those who are too ignorant "to understand the evils of ignorance, and too poor, "even if they did, to be able to remove them," the inference irresistibly presents itself that among these is not the field in which our efforts can at present be most successfully employed. The small stock of knowledge

which can now be given in Elementary Schools will of itself do little for the advancement of a people. The first step must be to diffuse wider information, and better sentiments amongst the upper and middle classes, for it seems, as may be gathered from the best authorities on the subject, that a scheme of general instruction can only be perfect, as it comprehends a regularly progressive provision for higher tuition. In the European States where such systems have been recently extensively matured, this principle is, I believe, universally observed. There is a complete series of Universities in great Towns, of Academies in provincial divisions, and of small local Schools, all connected in a combined plan of instruction. The extension of the plan to the Parish or Village School has been the last stage, as must naturally have been the case, in the national progress. Mr. Adam's plan contemplated such a rise of able pupils from the Village to the Zillah Schools, but the suggestion could not immediately have effect. Here we are yet engaged on the formation and efficient direction of our Upper Institutions. When, indeed, the series of vernacular class of Books for our single *Zillah* Schools, which is still a desideratum, and to which I shall subsequently refer, shall have been published and their utility shall have been established by practice, Mr. Adam's recommendations may be taken up with some fairer prospect of advantage. For the present I would confine our measures in reference to his reports to injunctions on the General Committee that they bear in mind his particular suggestions and objects in determining on the series of Class Books referred to. I would submit the plan to the Honorable Court for the expression of their sentiments and wishes,—and in the collection of information for an eventual decision I would make use of the experience which the Bombay measures of Village instruction, alluded to in the Note annexed, will have afforded. For this purpose I would communicate Mr. Adam's Report to the

Government of Bombay, and ask how far the scheme which he describes is in accordance with that which is pursued in the Provinces of that Presidency—and what opinion may be formed from the result already obtained by their Village schools, of the propriety of carrying out Mr. Adam's plans in their important parts. The encouragement *to existing School Masters*, which is the leading suggestion in Mr. Adam's plan, will probably have been largely tried at Bombay, and the extent to which those School Masters have reaped improvement under such encouragement will be a most interesting subject of enquiry. I learn also in the course of my enquiries regarding the previous progress of Education in India, that a School Society existed for some time in Calcutta, the operations of which were directed with partial success to the amendment of indigenous Schools. Mr. Hare will probably be able to explain the history of this Society, which drew a grant of 400 or 500 Rupees a month from Government, and to give also the causes of its extinction. I would ask this Gentleman to favour Government with a report regarding that Society. And I would conclude upon this subject by recording my opinion that, when such a scheme as that proposed by Mr. Adam comes to be tried, the arrangements for introducing it should be on a liberal and effective scale, and that it ought not to be undertaken at all until the Government is satisfied that it has at command a thoroughly zealous and qualified superintendence.

* * *

7. Having said thus much in answer to the references made to me by the President in Council, I would proceed to record my observations upon the topics, which seem to me most important in regard to our plans of Education. I strongly feel that, in all that we can do, we must be prepared for much disappointment in our early efforts to satisfy the demands made upon us on this subject. By some it will be lamented that we do not at once perfect enlarged

schemes for general Education: By others it will be regretted that what we do for the best pupils of our few Seminaries seems to produce so partial an effect. Feelings of this nature will attend us in whatever attempts we may engage for the improvement of any branch of our Indian Government. Our governing and instructed class belongs to a highly civilzed community. It is in active and increasing intercourse with the European world where, in an advanced state of society, skill and enterprize are daily gaining new triumphs. It is naturally impatient for the introduction in India of every plan which has, though probably after repeated trials and failures, been adopted with success in European countries. And the spirit of free discussion excites benevolent minds to bring forward the most extensive projects. On the other hand, we are dealing with a poor people, to the vast majority of whom the means of livelihood is a much more pressing object than facilities for any better description or wider range of study. Our hold over this people is very imperfect, and our power of offering motives to stimulate their zeal is but of confined extent. The Agency which we can employ for reform is extremely narrow and liable to constant derangement. Of those who are willing to devote their energies to the business of giving or superintending instruction, Oriental Scholars are apt to be unduly prepossessed in favor of acquirements obtained by much labour, and to which they are indebted for their reputation; while mere European Scholars are liable to be ignorant of, and neglect national feeling, or are at all events incompetent to make a proper use of native means for the execution of their plans— Where even the mind of an able pupil has been very greatly informed and enlightened, the knowledge gained by him may seem to produce no adequately corresponding result in after life: The student may stand alone in the family or society of which he forms a part. These can very generally have few feelings in common with him, and he may be

unhappy and discontented in his peculiar position, or he may yield to the influences by which he is surrounded, and accommodate himself to the sentiments and practices which his reason had taught him to disapprove. Add to this, that if he finds that his knowledge opens to him the prospect of advancement he will, under a restricted competition, be over confident in his own powers and unreasonable in his expectations, while at the same time he will be tempted to relax in the exertions necessary to maintain, or carry forward, the standard of proficiency at which he had arrived. These are circumstances of the operation of which we must all I think in a greater or less degree have had practical experience. I can only say upon them that we must neither entertain sanguine or premature hopes of general success, nor yet allow ourselves to be seriously discouraged. We must be content to lay even the first rude foundations of good systems, and trust for the rest to time, to the increasing demand of the public and of individuals for the services of educated men, to the extension which must every year take place of the Agency for instruction at the command of Government, and to the certain effects of the spread, however slow, of knowledge, and of the gradual growth of wealth and intelligence in the community.

8. I would in now offering my opinions and suggestions on the present practical directions of our plans, desire to consider the question of our educational policy as one of interest to every portion of the empire, without minute reference to merely local and temporary discussions. I am aware that we are yet in expectation of the orders of the Home Authorities on the subject of the changes in the scheme of education in Bengal, which were adopted by the Government in 1835. But I would not on this account longer withhold the explanation of my own sentiments on the course which should be adopted, and I do not

anticipate that in what I shall propose, I shall be found to have deviated in any material degree from the wishes of the Honorable Court.

9. I would first observe that I most cordially agree with the Court in their opinion, which is quoted in paragraph 45 of Mr. Colvin's note, that, with a view to the moral and intellectual improvement of the people, the great primary object is the extension among those who have leisure for advanced study, of the most complete education in our power. There cannot, I think, be a doubt of the justice of their statement that "by raising the standard "of instruction among these classes, we would eventually "produce a much greater and more beneficial change in the "ideas and feelings of the community than we can hope "to produce by acting directly on the more numerous "class." It is not to be implied from this that in my view elementary education for the mass of the people is a thing necessarily to be neglected, or postponed for an indefinite period, but it will have been seen that the hope of acting immediately and powerfully on the mass of the poor peasantry of India is certainly far from being strong with me. And the practical question therefore, to which I would hope before all others to give my attention is the mode in which we may endeavor to communicate a *higher* education with the greatest prospect of success.

10. One mode which has been ably contended for is that of engrafting European knowledge on the studies of the existing learned classes,—of the Moulvees and Pundits of India. I confess that from such means I anticipate only very partial and imperfect results. I would, in the strictest good faith, and to the fullest extent, make good the promise of upholding while the people resort to them, our established Institutions of Oriental learning. I would make those Institutions equal sharers with others in any

general advantages or encouragements which we are satisfied ought to be afforded with a view to the promotion of due efficiency in study. I would from the funds which have been before allowed to them assist in them, as I have already said, any judicious plans for ameliorating the course of study, as by aiding the publication of works which may seem likely to be decidedly useful to the students. Nor am I at all disposed to undervalue the amount of sound education and morality which is to be acquired at these Seminaries, even without calling in the resources of European Science and Literature. I will not profess deep respect for the mere laborious study of a difficult language, or of the refinements and subtilties of Scholastic learning. But sensible, as assuredly I am, of the radical errors and deficiencies of the Oriental system, I am yet aware that the effect of all advanced education, and I will add especially of a Mahomedan education, is in cherishing habits of reflection, of diligence, and of honorable emulation, that it tends also to elevate the tone of moral character, though its practical effect is unfortunately too frequently marred by the domestic and social habits of Oriental life. Judging however, from the common principles of human nature, and from such experience as is referred to in the case of Mr. Wilkinson at Bhopal, it is not to the students of our Oriental Colleges, trained as it will be admitted that they are in a faulty system to which they are yet naturally and ardently attached, that I would look for my chief instruments in the propagation of a new knowledge and more enlarged ideas. It was not through the Professors of our ancient schools, but by the efforts of original thought and independent minds, that the course of philosophical and scientific investigation and of scholastic discipline was for the most part reformed in Europe. The process of translation, it is to be added, into the learned languages must unavoidably be so slow that, on that account alone, the arguments in favor of a more direct method of proceeding appear to me conclusively convincing.

11. Another class of recommendations is that all the leading facts and principles of our literature and science be transferred by translations into the vernacular tongues. Mr. Hodgson in his book on Education, says, "As a practical measure for the immediate adoption of Government, "I have no hesitation in saying that to found a College for "the rearing of a competent body of translators and of "schoolmasters, in other words, for the systematic supply of "good vernacular books and good vernacular teachers "(leaving the public to employ both, in case the Government fund be adequate to no more than the maintenance "of such College) would be an infinitely better disposal of "the Parliamentary grant than the present application of "it to the training of a promiscuous crowd of English "smatterers whose average period of schooling cannot by "possibility, fit them to be the regenerators of their country, yet for whose further and efficient prosecution of "studies, so difficult and so alien to ordinary uses, there is "no provision nor inducement whatever."

12. But those who support this course overlook in the first place the extreme practical difficulty of preparing any very extensive course of translated or adapted works. We are speaking now *of the means of an advanced and thorough education*, and not of a limited series of works for the purposes of common instruction, to the compilation of which, as I shall have immediate occasion to remark, I am entirely favorable. The difficulties of translation have been illustrated by our knowledge of what has been effected at Bombay, where the object has been prosecuted with much zeal, and I have annexed to this Minute a list of the works which have been prepared in Arabic by the European Officers attached to the service of the Pasha of Egypt, and it will be seen how very confined the number is, excepting in works of Military, Medical, or other Science. The clear truth seems to be that works

of science may, at least to some considerable extent, (their range being necessarily contracted) be rendered into other languages within a comparatively moderate period, but the translation, within any time the extent of which we could reasonably calculate, of any thing like a sufficient library of works of general literature, history, and philosophy, is an impossible task. I have only, therefore, to conclude on this point by stating my entire concurrence in the opinion which has been quoted in the note from a despatch of the Hon'ble Court to the effect "that the higher tone and better spirit "of European Literature can produce their full effect only "on those who become familiar with them in the original "languages."

13. I would then make it my principal aim to communicate through the means of the English language, a complete Education in European Literature, Philosophy and Science to the greatest number of students who may be found ready to accept it at our hands, and for whose instruction our funds will admit of our providing. All our experience proves that by such a method, a real and powerful stimulus is given to the native mind. We have seen that in Bombay as at Calcutta, from the time at which effective arrangements have been made for the higher branches of instruction in English, the understandings of the Students have been thoroughly interested and roused, and that the consequences have wonderfully, to use the words of the Calcutta Committee of Public Instruction in 1831, "surpassed expectation." The difficulty which attends this course is the very important one, not of principle, but of practise, namely, that the wants and circumstances of our Indian population bring to our Colleges so few who desire, or are able to receive from us the complete English education, which it is our object to impart to them. Those who look with greater confidence to other methods of diffusing knowledge in this country, dwell especially upon this difficulty.

Mr. Hodgson, argues that we have no reasonable ground to hope here for the same wide study of English Literature, and subsequent use of the information acquired in it for the purposes of vernacular composition, as occurred in the different stages of European civilization with reference to the Greek and Roman models from which that civilization was chiefly derived. His words are, " True the difficult and " inapt Science of Greece and Rome was in modern " Europe, first mastered in itself, and eventually worked " into our own speech and minds. But how? by the " employment of means adequate to the end by the existence " of circumstance most powerfully efficient to forward that " end. A thousand predisposing causes led a mighty nobi- " lity to seek in this lore the appropriate ornament of their " rank and station. A Church which monopolised a third " of the wealth of the Continent, called Rome its mother " and Greece its foster mother, and throughout the great " part of that Continent, the law, Ecclesiastical and Civil, was " even lingually Roman. Hence the magnificent endowments " and establishments and permanent inducements of all " kinds by which a difficult and exotic learning was at " length effectually naturalized amongst us. Hence the " scholar if he pleased, might pursue in retirement letters " as a profession, assured of a comfortable provision *for* " *life*; or if he pleased, he might devote himself to the " task of instructing the scions of a most influential and " wealthy nobility, all of them from peculiar association ne- " cessitated to become his pupils whether they profited by his " lessons or not, and thereby affording him the certainty of " an enduring means of livelihood, or if he pleased he might " pass from the Cloister or the College into the world, and " there find the greater part of its most important concerns " subservient to the uses and abuses of his peculiar gifts."

14. Mr. Wilkinson has also on different occasion remarked that it seems to him that Education in English

should be confined for the present to the Presidencies, and to some of the principal Provincial Stations, as being the only places at which there is yet an actual demand for it.

15. Mr. Adam says of the condition of our English Scholars—"Extraordinary efforts have been made to extend "a knowledge of the English language to the Natives, but "those who have more or less profited by the opportu- "nities presented to them do not find much scope for "their attainments, which on the other hand little fit "them for the ordinary pursuits of native society. They "have not received a good Native education, and the "English education they have received finds little if "any use. There is thus a want of sympathy between "them and their countrymen, although they constitute "a class from which their countrymen might derive "much benefit. There is also little sympathy between "them and the foreign rulers of the country, because "they feel that they have been raised out of one class "of society without having a recognized place in any "other class."

16. But I believe that, in all these opinions, the practical value of superior English acquirements is very greatly underrated. A familiarity with the general principles of legislation and government, and the power of offering information or opinions upon public affairs in English Reports, (which is the form in which the higher correspondence regarding the British Administration in India will, of course, always be conducted) must be qualifications so directly useful, as (not to speak of the recommendations of an improved moral character,) to insure to the possessors of them a preference for the most lucrative public employments, after they shall have acquired that knowledge of life and of business, and that good opinion among

those who have had opportunities of witnessing their conduct, which mere book-learning never can bestow. There are as yet, no doubt, circumstances of temporary operation, which will keep for a period our best English Scholars from reaping from their studies all the worldly profit which will ultimately accrue to them. Our course of instruction has not hitherto been so matured as to include any efficient and general arrangement for giving that knowledge* of morals, jurisprudence, law, and fiscal economy, which the Hon'ble Court have so wisely and earnestly insisted on, and which will be most directly useful in the discharge of administrative duties. There are other obstacles also which for a time may impede our young scholars in their desire to obtain public office. They may over-estimate their own pretensions, and decline to accept the subordinate situations which alone it may at first be thought right to entrust to them. The cure for such exaggerated expectations will come with time. When this class of candidates becomes more numerous, there will be less hesitation with many of them in taking lower appointments. In the meanwhile, it is known that I am not disposed to adopt any special means, which could be felt as doing injustice to the rest of the community, for connecting our educated English students with the public service. The subject has been fully discussed in my Minute in the Judicial † Department of September 4, 1838, the completion of the measures consequent on which I am anxiously awaiting. The scheme proposed by the Hon'ble the President in Council, to which in that respect I assented in the Minute referred to, included, however, the appointment of a limited number of Native Assistants to some of the best of our Zillah Judges, who would be instructed in the forms and practise of office. And so far there would be an immediate opening for the employ-

* See paragraph 5 of the Note.

† Recorded in the Legislative Department.

ment of several of our Students. The general character of my recommendations in that Minute was however, to establish a test of qualification, before selection for the honorable and responsible situation of a Moonsiff, for *all* candidates, wheresoever and in whatever language instructed, and to procure the compilation and printing of Manuals of legal instruction, in the native tongues as well as in English, which might be taught every where by private masters, or in public Institutions. To the principle of this plan I would steadily adhere. But in our Colleges I would carry instruction of this kind further than would be the aim of these Manuals, which would be more proper for use in our common schools. Having thus supplied suitable aids for the acquisition of the knowledge most requisite in public life, I would look with assured confidence to the recognition by the community of the advantages of an advanced English Education, comprizing those branches of study, a conversancy with which would place an instructed Native Gentleman on a level with our best European Officers. It is true, and no one has more heartily concurred and rejoiced in the determination than myself, that the vernacular tongues and not English will be the future languages of the Courts and Offices in the interior of the country. But this circumstance will in no degree detract from the force of those inducements of English study of which, as regards the vast and most important correspondence which must ever be conducted in English, I have just spoken, nor need I dwell on the degree to which such inducements will be increased by the mere fact of English being the language of the ruling and governing class in India. This is an encouragement to the pursuit of English that will probably greatly counterbalance the want, which has been justly noticed by Mr. Hodgson, of those motives to its cultivation which would have existed in such strength had English been here, as the Classical Languages were in the West, the established languages of Theology and of Law.

17. It will be observed that I have referred chiefly to inducements connected with employment in the public service as likely to lead Indian students to ask admission to our Colleges. This, we may be satisfied, is the principal motive which will as yet operate to bring them to any of our educational Institutions. Excepting perhaps partially in Calcutta (and possibly, though I am not informed on the point, at Bombay) the wealthy and higher classes of India do not send their sons to public Colleges and Schools. Those who come to us for instruction are in search of the means of livelihood either in places under the Government, or in situations under individuals which, in the peculiar constitution of Indian Government and Society, bring them, in a greater or less degree, in connection with the public administration. I mention this point as explanatory of the importance to be attached to the nature of the instruction communicated to our students. The remark applies with equal force to our institutions for the study of the Classical learning of the East. Putting aside the money stipends which were formerly allowed, the great object of the students in the Sanscrit and Arabic Colleges of the Government has been to rise to office as Law Pundits and Moulvies in the Courts. The knowledge which gains for men reputation and profit among the Native community, as great religious Teachers, or among the Hindoos as proficients in Astrology, is not to be acquired at those Colleges, and will best be obtained elsewhere from private Native instructors. If there be not a demand for the same number of Law Pundits and Moulvies as previously, the attendance at the Colleges may be expected to decline. though in the Arabic in a much less degree, than in the Sanscrit Colleges; for Mahomedan studies fit men far more than those of Hindoo learning for all the active offices of life.

18. What has been said may suffice to prove that there are weighty and daily growing inducements to the pursuit of

English education, if directed with a proper attention to the wants of Scholars and to practical results. It remains that means should be furnished, at least to the most promising of the Scholars, to continue their studies to the desired completion: as incontestible proof appears to have been given* that their poverty would otherwise generally compel them to retire from College as soon after their leaving boyhood as an opportunity of securing a provision for their subsistence might be open to them. On this point I will immediately remark separately, but I would here again say that I am of opinion, in full concurrence with the President in Council, that whatever amount of reward and support for meritorious students may be granted to those attached to our English, should be granted also, in perfectly like proportion, in our Oriental Institutions. The pledge to maintain these latter Institutions, while resorted to by the people, involves to my mind the clear obligation to maintain them with all the conditions which are judged necessary for the general efficiency of our educational schemes.

19. Assuming upon the preceding reasoning that our aim as regards those seminaries of highest learning which are not, like the learned Eastern Colleges, specially assigned to other objects, should be to communicate European knowledge through the medium of the English language, it is next to be considered what should be the character of the minor Academies or Schools, such as may probably be eventually established at every Zillah Station.

20. I have not stopped to state that correctness and elegance in vernacular composition ought to be sedulously attended to in the Superior Colleges. This is a matter of course in the scheme of instruction. But a question may well be raised whether in the Zillah Schools, the subject

* See details at the close of para. 8, and in paras 10 to 15 of Note.

matter of instruction ought not to be conveyed principally through the vernacular rather than the English medium.

21. I would certainly be much in favour of that course if I saw any solid reason to believe that instruction of a common order would more readily and largely be accepted from the Government in the one mode than the other. I am quite of opinion that a very valuable amount of useful knowledge may be easily conveyed, when good class books and persons competent to teach from them are provided, through the means of the vernacular languages. And while I am satisfied that some not trivial amount of moral and intellectual stimulus and improvement is obtained from the Minor English Schools at present existing, yet the standard of proficiency in them is probably not so great as that the mass of Scholars in them would not be nearly as much gainers from merely vernacular tuition.

22. It is an argument for the use of the vernacular medium in such schools that, after the first expense of preparing school-books has been incurred, instruction in that manner would, it may be expected, be more economical than through English, which requires the employment of an English master on a salary at least two or three times as high as would be adequate for a native teacher who had received an English education, and was at the same time perfectly conversant with his own tongue. Employment as a School-master would also be a natural and proper provision for studious young men, who had gone through a complete course at the English Colleges. Such a master would of course be able to instruct a class attached to a vernacular school in the first elements of English learning, so as to lay a foundation for those who wished further to prosecute that study.

23. It is a deduction from the saving which the substitution of Native for English Masters in the Zillah Schools

might produce, that English superintendence over several circles of such Schools would probably for a long period be indispensable, and a charge on that account must be estimated for. It is also to be reckoned that the cost of compiling and translating a proper series of vernacular class books is likely to be considerably greater than might at first be supposed.

24. I would speak with much respect of the authority of Mr. Wilkinson on this subject. But I will avow that I am by no means convinced of the applicability of his system or suggestions to the objects of a common education. It is, at least, not certain that he will in the end carry the body of Hindoo Astronomers along with him in his correction of prevalent errors. In any event it is not the abstruse parts of Mathematical Science which could be of use in our Zillah Schools. In fact, Mr. Wilkinson's system is almost wholly dependent on his own eminent personal talents and exertions, his admirable zeal, his great knowledge, the weight of his excellent character, and perhaps also, it should not be concealed, the influence attaching to his position as the British Political Agent. It would not be safe to draw conclusions as to what may best be done by ordinary agents within the British Provinces from what may have been accomplished in vernacular instruction by Mr. Wilkinson in Sehore. Some of his remarks too as to the failure of attempts at English education within foreign states are not good grounds for anticipating failure within our own districts, where other circumstances and motives are in operation.

25. I do not admit into this discussion the question of promoting at the present time the formation of a body of vernacular literature. Instruction through the vernacular languages, to a definite extent for ordinary purposes, may possibly be, as the readiest mode to the attainment of those

purposes proper and desirable. But anything like a body of enlarged literature can, I am thoroughly convinced, be created only with time, by the unprompted exertions of private authors, when a general demand for such literature shall have arisen among the people. The Honorable Court have in a passage which has been quoted* declared themselves strongly in favor of a liberal encouragement of native private authors and translators, and I would by no means dissent widely from their views though the encouragement must be given with judgment, or the Government will be constantly in hazard of aiding mediocrity or premature and ill-directed efforts. But these are considerations apart from the settlement of the plans of School instruction on which we are now engaged.

26. I have thus stated what has seemed most important on the subject of introducing the vernacular medium in our common District Schools—I mean as to the general principle of such a change; for the measure could not be named as one for very early adoption, with no class books prepared, or Teachers versed in those books yet trained for their duties. And as the contrary system has been actually established, it is right that, unless urgent reasons for abandoning that system demanded attention, it should be fully tried, with the improvements of which it may fairly be susceptible. We may be said to have two great experiments in progress, one in the Bengal, the other in the Bombay Provinces,—the provincial education being in the former conducted chiefly through the English, in the latter almost, if not quite exclusively, through the vernacular languages. It will be most interesting that both experiments shall be closely watched, and thoroughly developed. It is possible that in Bengal, in aiming at too much, we may have withheld some facilities for acquiring knowledge which might other-

* See paragraph 3 of the Note.

wise have advantageously been left open. And in Bombay the standard of proficiency in the Mofussil Schools may have been fixed and allowed to remain too low, with no principle in the scheme by which they are regulated which would constantly animate exertion, and maintain a spirit of progressive improvement.

27. The immediate practical question in respect to Bengal seems to be that which I have before mentioned, namely, whether it may be reasonably supposed that a vernacular would be more readily and largely accepted in our District Schools than an English education, and on this subject I am not able, after much careful reflection, to discover any reasons which could lead me to answer the proposition in the affirmative. Native youths will not come to our schools to be instructed in vernacular composition. This qualification is more quickly and easily to be attained from other sources. We can in those schools draw little, if any, aid from existing native literature. The desire for the new ideas and information which will be imparted at them must therefore be among the great inducements to attendance, and those who are candidates for such instruction will not, I think, in any important degree be deterred by having to undergo also the labour of learning the English character and language. The fact indeed is, as it is to be presumed from the evidence, which has been recorded* on the subject, that a knowledge of the English language itself with a view to the business, however humble of life, is one main object of most of the scholars. It is fortunate that, in the pursuit of such an object, they can be led on to higher studies and ends. For mere instruction of a general nature (such as our masters now give) *through the vernacular* medium, it may, it seems to me, well be doubted whether even the

* Pages 10 to 15 of the Note.

number of pupils would seek our schools who now resort to them.

28. On the other hand, I confess that I regard it as a serious defect in our plans that we have compiled no proper series of vernacular class books. It is obviously desirable that, as we have vernacular classes, the books used in them should not only be correct and elegant in style, but should be themselves of the most useful description.* I would urge also the justness and importance of the advice of the Honorable Court that such a series of class books should be prepared under one general scheme of control and superintendence. Much expense will thereby be saved, and efficiency greatly promoted. The cost would equitably and willingly be divided among many parties. The works would either be selections from English books of instruction already published, or original compilations adapted for native pupils. In either case the charge of the first selection or compilation in English would be borne in part by the Education Funds of Bengal, and in part by those of the other Presidencies, especially by those of Bombay, where such works must be urgently required for the vernacular schools in the interior. The new Pautsalah of Calcutta, the projectors of which have proposed a good series of works, would also of course contribute, and aid might be expected from benevolent individuals or associations, in different parts of India. The present opportunity is favorable for entering on the undertaking When the books shall have been prepared in English, they will afterwards, as the Hon'ble Court have observed, be translated at each Presidency into the vernacular languages current in it, but the first step for all the Presidencies must be the primary compilation. I would, then, place the body, which at Bombay represents the Government in

* See Extract of Dispatch cited in para. 36 of Note.

the direction of native education, in communication with the Committee of Public Instruction at Calcutta, and make it my first injunction to the latter Committee in concert with the Managers of the Hindoo College Pautsalah or others, to draw a definite scheme of the several sets of books wanted for instruction through the vernacular languages in seminaries of ordinary education—then to consider and report by what means, and at what estimated cost to be distributed among what parties, these books can be drawn up, and with what further cost the printing of them would be attended. With this information before them the Government can determine on the completion of the plan, and on the amount of funds which can properly, independent of the usual income of the Committee, be assigned to it.

29. I need scarcely repeat that I look with particular favor on the suggestions of the Managers of the Pautsalah, for including in the list of works Treatises on the Elements of Law, general and local, of Political Economy, and of Morals.

30. When the series of class books shall have been printed, and especially when those further Manuals of the Precedents, Rules and Practice of our Courts to which my Minute in the Judicial Department* of September 4, 1838 referred, shall have been added to them and made a part of instruction, it is more probable than at present that students will attend the vernacular classes of our Zillah Schools, for the sake of the general and practical knowledge to be acquired at them. In that stage of progress it would be my second direction to the Calcutta Education Committee to relax their rule† for the discontinuance of *separate* vernacular instruction, and to allow students to attend the

* Recorded in the Legislative Department.
† Note para. 6.

full course of English or vernacular tuition as they might themselves prefer.

31. The day however when all this can be accomplished may yet be distant. It is easy to wish for and to project such compilations as will be requisite for the purpose, but the means in India for the efficient execution of them are unavoidably limited, and in this respect, as in other parts of our endeavours, we must expect delays and partial disappointments.

32. Meanwhile we have to improve the Institutions which are established, and to make the most of them for the great end sought for. My leading recommendation on this point would be so to connect our Zillah Schools with the Central Colleges as to give from the latter to the ablest students of the Zillah Schools a stimulus that will carry them beyond the ordinary range of instruction which is reached by the mass of the Zillah pupils: Without such a stimulus, we shall fall short of the point which we must desire to gain in the promotion of national improvement.

33. This brings me to the question of pecuniary scholarships for meritorious students, for such a stimulus as I have spoken of is scarcely to be given excepting by attaching in some form scholarships of that description to the Central Colleges, to which the best of the Zillah scholars may be eligible. On the general question regarding pecuniary support to promising students to enable them to perfect their studies, I think that I may content myself by referring to the facts and opinions which have been detailed on this point; and I will only therefore profess my decided adoption of the principle laid down by the Hon'ble Court in the words which I shall again quote from their despatch of September 29th 1830—"*Provided* (they say,) *that the privilege of scholarship is restricted to*

young men who have afforded proof of a peculiar capacity and industry, it appears to us to be a highly useful and proper mode of encouraging and facilitating their acquisition of high attainments." My third present direction to the Calcutta Committee would now therefore be to consider and report with all expedition on the details of a scheme for assigning a certain number of Scholarships to all our higher Seminaries—those in the English and Oriental Colleges being in an equal ratio. In consequence of the very general poverty of students I would fix the ratio on a high scale, say at 1-4th of the number of pupils if that number "should afford proof of peculiar capacity and industry." I do not suggest Scholarships in our ordinary schools, as the most deserving pupils of these will best be provided for in the Colleges, and the average efficiency of such schools, can well be maintained by honorary prizes or single donations of money. Of the College Scholarships it may perhaps be the most convenient in the first instance that some should be assigned in regular rotation to be competed for by the pupils of each Zillah School. The amount ought, from the commencement, to be enough for the decent subsistence of a Native Student, and there might be some small increase admitted after a year or two, as an incentive to continued effort. On the other hand the Scholarship should be forfeited if a proper standard of attainment were not exhibited at each yearly examination. I would not grant Scholarships for a year only, liable to be then lost if, upon the chance of an examination, another competitor might stand higher on the list; for the uncertain tenure of the emolument would be very unfavorable to hearty consistent study. But I would provide by such safe guards as I have mentioned against the growth of indolence or indifference in the student. Four years is an ordinary period for holding such Scholarships at home, and it may be sufficient here. The following is the scheme of the Flaherty Scholarships in the University College, London,

taken from the report of the Council of that Institution for 1838. " They (the Council) have determined to apply the " income of this fund towards the formation of Scholarships " to be called Flaherty Scholarships, which at the same time " that they stimulate and reward the exertions of the stu- " dents might commemorate the zeal and munificence of this " body. This donation increased by the investment of the " surplus dividends until the Scholarships are in full opera- " tion, together with the sum of £250 supplied by the Coun- " cil out of the funds of the College, will constitute a fund " producing £200 per annum, which will be sufficient to " create four Scholarships, each amounting to £50, annu- " ally for four years. One of these Scholarships will be " vacant every year, and is to be given in alternate years to " the best proficient in classical languages, and in Mathe- " matics and in Natural Philosophy, the first is intended to " be given in the present year to the best proficient in Ma- " thematics and Natural Philosophy."

34. I would state to the Education Committee that it is the wish of Government eventually to bring the* Medical College at Calcutta within our general scheme on this subject. But I would not press any immediate proposition to that effect. It will be enough to request now that the General Committee report specially in each of their successive yearly reports, whether they think that the time has arrived at which the assimilation could properly be introduced.

35. The fourth point on which I would at present give instructions to the Education Committee is as to the preference to be given to rendering the highest instruction efficient in a certain number of Central Colleges, rather than employing their funds in the extension of the plan of

* See paras. 20 and 21 of Note.

founding ordinary Zillah Schools. I would have the places fixed, with reference to extent of population or convenience of locality, at which it should be the aim gradually to build up these efficient Central Colleges. I would, on a first conjecture, name for them Dacca, Patna, Benares, or Allahabad, Agra, Delhi, and ultimately, though probably at a distant date, Bareilly. At these places, as well as at the Colleges of the Metropolis, the course of instruction should be carefully widened and perfected as opportunities offer. The Scholarships to be established at them will provide a class of students, prepared to avail themselves of the utmost advantages which they can afford, and real progress will thus be made, to the good effects of which we can look forward with reasonable hope The Committee can act on this view only according to the actual state of circumstances from time to time. At Agra and Delhi, there is already a demand for higher instruction which ought to be satisfied with the least delay possible: Elsewhere perhaps the condition of the institutions may not call for or admit of immediate improvement. Where there is no strong occasion for the enlargement of the existing schools into Colleges, the founding of other schools may occasionally be the best and wisest appropriation of the educational income, but I would point it out to the Committee that the first of these objects, when practicable, is to have a declared priority of attention I would especially invite the Committee to report how the studies connected with jurisprudence, government, and morals may be most readily introduced into our superior Colleges, and particularly whether very early arrangements cannot be made for the purpose in the Hindoo College at Calcutta. The revision of the system of Scholarships in that College, so as to obviate the too general course of early withdrawal from instruction which is now complained of, should have early consideration. Another object in these superior Colleges ought to be to instruct the pupils, or some proportion

of them, for the duties of inferior School-masters—and to this end, they should be made thoroughly masters of the class books and Legal or other Manuals, which are designed to be used in the lower schools, and with the branches of knowledge which relate to the subjects comprised in them. Lastly, in order to make the greatest use of the advantages of the Colleges, I would attentively watch the degree to which the students profit by their access to the considerable Libraries which are now attached to many of our Institutions. Important deficiencies in those Libraries should be promptly supplied. A regular register should be kept of the books read by each student, the advancement made in general knowledge by the persual of these books should be tested by examination, and rewards should be given to the most proficient, and the subject of the employment made of the Libraries should be one for special notice in the Annual Reports regarding each Institution.

36. If instructions founded upon these observations should, with the concurrence of the President in Council, be communicated to the Calcutta General Committee, I would be glad that it should be added to them that, if the Committee should doubt the feasibility of attaching Scholarships to Central Colleges on some such general scheme as has been suggested for the improvement of the pupils of the Zillah Schools, they will then submit such other recommendations as they may think most likely to promote the object contemplated by that scheme—the advancement of the best pupils of the body of our scholars beyond the present scale of common acquirement being regarded as a point of the first importance in our educational plans.

37. I have not more to observe on the immediate guidance of the measures of the Calcutta Committee. Before

leaving the subject, however, I would say that the day may come when unity and efficiency of supervision will better be secured by having a single Superintendent of our Government Seminaries, with an adequate establishment, than by retaining the existing large Committee of Members acting gratuitously in the intervals of other laborious duties, and so numerous as necessarily to cause a frequent inconvenience in the dispatch of business. At present I am satisfied that the varied knowledge possessed by the Members of the Committee renders their services most valuable to the Government, and I would gratefully retain their aid. But I should be happy to receive from them a report of their suggestions on the means of procuring an occasional local inspection of the institutions under their charge. The experience of Sir Edward Ryan, their President, will have convinced him that there may be great hazard of the interests of education being seriously retarded by the want of such inspection.

38. For the Bombay and Madras Presidencies,—it may be convenient to place those Governments in possession of the substance of the review which has been taken of the facts relative to the progress of education in all parts of India, and to communicate to them also the Resolution which may finally be adopted by the Government, explanatory of its general views on the suggestions which I have offered, and of the orders that may be issued for the guidance of the Committee in Calcutta. These Governments should be specially invited to co-operate, through the bodies charged with the control of Public Instruction under their superintendence, in the common object of aiding the preparation of an useful and comprehensive set of class books, to be afterwards rendered into the vernacular tongues of the several Provinces. In this, as in other parts of the Government,—it is a matter of high importance that there should be a thorough understanding, among the

different Presidencies, of the principles observed and plans followed out in each, that the experience of one should be made known for the benefit of all, and that all should work together in the pursuit of the desired result. The Bombay Government I would particularly request to consider the measures which I have contemplated for raising and adapting to native wants the instruction conveyed in the most advanced of our English Colleges. I would ask also for a distinct and detailed report on the condition of its Mofussil vernacular schools; the precise nature and range of the education given in them whether at sudder stations or in the interior towns and villages; the manner in which the teachers at either class of schools are selected and remunerated; whether (as has been before alluded to,) by superintending and rewarding the teachers of the Village Schools who have not been trained in any of our own Seminaries, sensible good has been effected; whether, where there is no regular European superintendence, these interior schools are kept in a state of real efficiency; whether inducements * in the grant of Scholarships are, and if they are not, whether they may not well be, held out to the best scholars of the Zillah Schools to prosecute their studies further, and to acquire an improving knowledge of European literature; what are the general inducements which bring pupils to the schools, and whether good conduct in them ordinarily leads, as appear to have been approved by the Honorable Court, to employment in the public service. It may be explained that under this Government there has been care taken to withhold any thing like a monopoly of the public service from the scholars of its Institutions, —general tests open to all candidates, and selection by local Officers

On this point attention may be drawn to the quotation in paragraph 41 of my Secretary's Note, on the backward state of four boys selected from the interior schools for the West Scholarships.

with regard to known character as well as proficiency in learning, being considered the proper grounds for nomination to public office. If the lads from the schools are drafted largely into official situations, opinions from the European Officers under whom they have served as to the degree of superior fitness exhibited by them would be of value. It is probable that Captain Candy, the Superintendent of the Schools in the Deckan and of the Sanscrit College, could condense the materials for such a report and submit it, with his own comments, without much delay. He will especially say whether the general standard of acquirement in the vernacular Schools is as forward as he could desire, and whether he would recommend the establishment of English Schools, with a due arrangement of merit Scholarships, in a few of the interior districts. He will explain also what is his system in regard to the Sanscrit College at Poona, what improvements through the introduction of European knowledge have been attempted and with what success, and what is the extent and promise of the English classes.

39. Of the Government of Madras, I would ask for information of the present state of education under the direction or encouragement of the State, within those Territories, and as to what proceedings were taken consequent on the expressed desire of the Hon'ble Court for the foundation of an English College at Madras. The Madras Presidency is remarkable in India as being that in which a knowledge of the mere English language is most diffused among all who are attached in public or private capacities to European Officers; but comparatively little appears, on any reports before me, to have been done in order to make such a knowledge conducive to moral and intellectual advancement.

40. In concluding this paper I have to express my regret if it should have extended to an inconvenient length. But the importance of the subject will be my excuse with my colleagues for my having treated it in this manner, with a view to the suggestion of such practical conclusions as may correct existing defects, diffuse more accurate information, and possibly have some effect in satisfying and reconciling opposite opinions.

(Signed) AUCKLAND.

Delhi, Nov. 24, 1839.

(A true Copy,)

(Signed) T. H. MADDOCK,

Offg. Secy. to the Government of India with the Governor General.

(True Copy,)

H. T. PRINSEP,

Secy. to the Government of India.

No. 1.

List of Books published in Egypt in the Arabic Language, referred to in Paragraph 12 of Minute.

2 Copies— A Treatise on Military Discipline.

2 ,, A Work on Medical Science, by Mahomed Hurowee.

2 ,, Ditto on Mineralogy, by Refuah Budwee.

2 ,, Treaties on Geometry, by Mahomed Boyumee.

2 ,, Ditto on Anatomy, by Mahomed Harrawee and Sheik Mahomed Rushteedee.

2 ,, Ditto on Surgery, by Mahomed Hurrawee.

2 ,, Ditto on Medicines, Ditto.

2 ,, Art of judging of Diseases, by Ditto.

2 ,, Treatise on the preparation of Ointments, by Mustafa Hussen.

2 ,, Signs by which the Diseases of domestic Animals may be judged of, by Ditto.

2 ,, Treatise on the cure of Horses, by Ditto.

2 ,, Geographia, or work on Geography, by Refuah Budwee.

2 ,, Elements of Philosophy, by Mahomed Hurrawee.

1 ,, Biography of celebrated Philosophers, by Abdullah bin Hoosein.

2 ,, Treatise on the use and advantages of the several members of the Body, by Mahomed Hurrawee.

2 ,, Explanation of uncommon Terms, by Refuah Budwee.

Ouvrages traduits en Arabe et imprimés.

1 Anatomie Générale Humaine.
2 Anatomie descriptive id.
3 Traité de Chirurgie.
4 Physiologie.
5 Pathologie interne Humaine.
6 Hygiene.
7 Traité de Pharmacie.
8 Anatomie Vétérenaire.
9 Pharmacie id.
10 Traité de l'exterieur du Cheval.
11 Traité de Mineralogie.
12 Geographie.
13 Vié des Philosophes.
14 Geometrie descriptive.
15 L'Ecole du Soldart et de Peldor.

Ouvrages traduits en Arabe et sous presse.

16 Physique.
17 Abrégé de l'Histoire ancienne.
18 Histoire du moyen-âge.
19 Traité de bandages et appareils.

Ouvrages traduits et imprimer.

20 Traité de Botanique.
21 Chimie d'Orfila.
22 Traite de Chimie.
23 Traité des Accouchemens.
24 Manuel de l'Accouchemen.
25 Physiologie de Hagoas.
26 Pharmacie Pratique.
27 Pharmacie Vegetale.
28 Chimie Pharmaceutique.

29 Geographie Physique.
30 Geographie Elementaire.
31 Traité des Poisons par Orfila.
32 Geometrie.
33 Arithmetique.
34 Algebre.
35 Traité de Mecanique.
36 Histoire Moderne.
37 Logique de Dumarsais.
38 Histoire de Charles douze.
39 Elemens et principes du droit naturel.
40 Les quatre premiers volumes de la Geographie de Malte Brun (la traduction de cette ouvrage se continue.)
41 Guide de Juge Militaire.
42 Traite de Mythologie.
43 Progrés de la Civilisation en Europe.
44 Traité d'Agriculture.
45 De la Culture du murier par Julien.
46 Manuel des Sapeurs.
47 Traité de Geometrie Militaire.
48 Table des Logarithmes.
49 Vade Mecum des Medicines Vétérinaires.
50 Formulaire Vétérinaire.
51 Reglement sur le service Medical Vétérinaire.
52 Pathologie interne Vetérinaire.
53 Pathologie externe Vétérinaire.
54 Matiere Medicale Vétérinaire.
55 Anatomie General Vétérinaire.
56 Traité des Articulations.

Ouvrages traduits en Turc et imprimés.

57 Reglemes sur les services interieur de l'Infanterie.
58 Ordonnances sur les exercises et maneuvres d'Infanterie.

59 Id id id id de Cavaleri.
60 Id id id id d'Artillerie.
61 Reglemens sur la fabrication des Armes.
62 Services des Officers.
63 Reglement sur le service en Campagne.
64 Traité ———.
65 L'Art de la Guerre.
66 Geometrie de Legendre.
67 Campagne de Napoléon en Italie.
68 Histoire de Napoléon ecrite par lui-même a Sainte-Hélene.
69 Logique de Damarsais.
70 Histoire d'Alexandre le Grand (sous presse.)

(Signed) GAETANI BEY.

(True Copy,)

(Signed) J. R. COLVIN, *Private Secretary.*

NOTE.

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BENGAL. 1. In Bengal the chief efforts of the Government and its Agents were for a long period directed to the communication of instruction through the medium of the Sanscrit and Arabic languages, at Colleges established in different parts of the country. An exposé of their principles is contained in a Report of the former Committee of Public Instruction dated in December 1831. It was thought right to encourage the acquirement of the native literature of Hindoos and Mahomedans, and to engraft improvements upon such studies, as a means of gaining over the influential and learned classes, the Pundits and Moulavees, who, it was hoped, would act with the best effect on the rest of their countrymen. English classes were, however, from time to time, established in some of the institutions, and distinct English Seminaries at the seats of others. The English class of the Mudrúsa at Calcutta has not succeeded, but the failure is probably to be ascribed to accidental causes. Mr. Prinsep states in his Note of 5th July, 1839—" I know that the desire to " learn English, and to master the rudiments of European " Science, is growing fast among the Mahomedans." A class of instruction in the Regulations of Government has been created in the Mudrusa with excellent promise. The translation of one or two European works of Science into Arabic was commenced, but, from whatever cause, the prospect of benefit from the attempts in this respect was not, on the whole, satisfactory. A most anxious and praiseworthy attention was given by the former Committee to the improvement of the English Institutions under their superintendence, as far as the funds, which they thought

themselves warranted in assigning to them, admitted. The Hindoo College at Calcutta, which was founded by the personal desire and voluntary contributions of the Hindoo Gentlemen of Calcutta, particularly benefitted by their care, and especially by the unceasing attention of their able Secretary, Dr. H. H. Wilson, who was Visitor of the College. Of the effects of English education at this College, their report before alluded to, says—"The consequence has surpassed expectation. A command of the English language and familiarity with its "Literature and Science have been acquired to an extent "rarely equalled by any schools in Europe. Another generation will probably witness a very material alteration "in the notions and feelings of the educated classes of the "Hindoo community of Calcutta." The Hon'ble Court had remarked on the same subject on their dispatch of* 29th September 1830—"But the Vidyalya or Anglo-Indian College, originally established by the natives themselves for the study of the English language and for "education through the medium of that language exclusively, has had more decided success than either of the "other Calcutta Colleges. The number of Scholars is "now 436, of whom all, except 100, pay for their tuition. "The progress of these pupils is highly encouraging." The Hindoo College was distinguished, in the above point of the payments made by its pupils, from the other Institutions under the Committee, where a system of general alimentary allowances for the support of the students had been long in force. These allowances were, I believe, only given after a previous strict examination as to qualifications acquired before applying for admission to the Government Colleges, and they upheld therefore, to some extent, the principle of rewarding only merit and industry.

* Paragraph 8, page 494, Public Appendix to House of Commons' Report of August, 1832.

But these general money grants were, as will be seen from a subsequent extract from the Honorable Court's Dispatch before cited, felt at an early period to be open to much objection, for it was always doubtful whether the chief inducement of every student was not rather to obtain a mere provision for his subsistence, than to acquire a knowledge which experience had shown to be calculated to be useful, or acceptable to himself or his countrymen. The last point which needs to be noticed in respect to the former measures of the Committee of Public Instruction is that the Committee were averse generally to the employment of their limited funds in the support of mere elementary education. Their professed object was to give a higher education to advanced students. They did, however, in two instances, in a circle of schools in the neighborhood of Chinsurah in the Lower Provinces, and in the Ajmere Territory in Western India, admit exceptions to their usual rule, but in both these cases the result was a discouraging failure *

2. The principles above described were those observed until the measures of the Committee received a new direction from the Resolution of Government of March 7th 1835. That Resolution required the entire abolition of the practice of giving allowances for the support of students during the period of their education, and the discontinuance of the printing of oriental works, on which, whether for publications of general literary interest, or for such as were designed for the direct purposes of instruction, a large portion of the funds of the Committee had been appropriated. It declared an intention not to abolish any College or School of native learning, " while the native population " shall appear to be inclined to avail themselves of the ad- " vantages which it affords ;" but it at the same time laid

* See as regards Chinsurah a notice of the subject in page 136 of Mr. Adam's third Report.

it down as a principle "that all the funds appropriated for "the purposes of education *would be best employed on Eng-* "*lish education alone.*" This measure was tantamount to an open abandonment of the hope of using the learned Pundits and Moulavies of India as the chief agents in the progress of improvement, by its unqualified adoption of the more direct method of acting on the population by immediate instruction in European knowledge, imparted through the means of the English language, to all classes of Scholars who might be found willing, without other alluring inducements, to receive a gratuitous education in our Schools.

3. Before going on to trace the progress of this important change. I would here insert the following passages from the Hon'ble Court's Dispatch of September 29th 1830, containing their views on some of the principal parts of the subject, previously to the keen discussions which subsequently took place in India. *First,* on the value of giving the highest description of education through the medium of the English language, these remarks occur in paragraph 13 of the Dispatch. "While "we attach much more importance than is attached "by the two Committees* to the amount of useful instruc- "tion which can be communicated to the natives through "their own languages, we fully concur with them in think- "ing it highly advisable to enable and encourage a large "number of the natives to acquire a thorough knowledge "of English, being convinced *that the higher tone and better* "*spirit of European literature can produce their full effect* "*only on those who become familiar with them in the original* "*languages.* While, too, we agree with the Committee that "the higher branches of Science may be more advantage- "ously studied in the languages of Europe, than in trans-

* The General Committee at Calcutta, and the Local Committee at Delhie.

"lations into the Oriental tongues; it is also to be consi-
"dered that the fittest persons for translating English
"scientific books, or for putting their substance into a
"shape adapted to Asiatic Students, are natives who have
"studied profoundly in the original works." Again, as to the importance of encouraging the diffusion of the knowledge acquired by a study of the English language, through the means of publications in the vernacular tongues, there are these valuable observations in paragraph 16. "While we thus approve and sanction the
"measures which you propose for diffusing a knowledge
"of the English language, and the study of European
"Science through its medium, we must at the same
"time put you on your guard against a disposition of
"which we perceive some traces in the General Commit-
"tee, and still more in the Local Committee of Delhie,
"to underrate the importance of what may be done to
"spread useful knowledge among the natives through the
"medium of books and oral instruction in their own lan-
"guages. That more complete education which is to
"commence by a thorough study of the English language,
"can be placed within the reach of a very small proportion
"of the natives of India; but intelligent natives who have
"been thus educated, may, as teachers in Colleges and
"Schools, or as the writers or translators of useful books,
"contribute in an eminent degree to the more general ex-
"tension among their countrymen of a portion of the ac-
"quirements which they have themselves gained, and may
"communicate in some degree to the native literature, and
"to the minds of the native community, that improved spi-
"rit which it is to be hoped they will themselves have im-
"bibed from the influence of European ideas and senti-
"ments. You should cause it to be generally known that
"every qualified native who will zealously devote himself
"to this task, will be held in high honor by you; that every
"assistance and encouragement, pecuniary or otherwise,

"which the case may require, will be liberally afforded, and "that no service which it is in the power of a native to "render to the British Government will be more highly "acceptable."

4. On the subject of stipendiary allowances to Students, it is stated in para. 19—" You have employed part of the "interest of the various donations which have been placed "at the disposal of the General Committee by the well di-"rected benevolence of several native gentlemen in the en-"dowment of Scholarships, to enable persons who have "distinguished themselves at any of the Colleges to con-"tinue the prosecution of their studies beyond the period "at which their necessities would otherwise have compelled "them to quit the College and enter into active life. Pro-"vided that this privilege is restricted as you intend, to "young men who have afforded proof of peculiar capacity "and industry, it appears to us to be a highly useful and "proper mode of encouraging and facilitating their acquisi-"tion of high attainments. We trust that the adoption of this "measure, and the growing sense among the native com-"munity of the value of an improved education, will spee-"dily enable you to renounce the practice of granting sti-"pends to students who merely go through the ordinary "course of instruction."

5. And as to the specific ends to which the efforts of the Government for a better education of the people should be directed, these are the following special injunctions in paragraph 26, which appear eminently deserving of attention in the future practical guidance of the plans of the Government. " There is no point of view in which we "look with greater interest at the exertions you are now "making for the instruction of the natives, than as being "calculated to raise up a class of persons qualified, by "their intelligence and morality, for high employments in

" the civil administration of India. As the means of bring-
" ing about this most desirable object, we rely chiefly on
" their becoming, through a familiarity with European
" Literature and Science, imbued with the ideas and feel-
" ings of civilized Europe, on the general cultivation of
" their understandings, *and specifically on their instruction*
" *in the principles of morals and general jurisprudence. We*
" *wish you to consider this as our deliberate view of the scope*
" *and end to which all your endeavours with respect to the*
" *education of the natives should refer.*"

6. I will not hesitate to avow that, in my opinion, it would have been very desirable that the Resolution of 7th March 1835, the proceedings following which are next to be mentioned, should have been in some respects worded otherwise than it was. For it will have been seen that, from the particular terms employed, it seems to exclude the idea of instruction even in the vernacular languages. But this defect was, in practice, soon corrected, and I cannot doubt that the correction was in entire consonance with the intentions of the framers of the Resolution. The Committee, as remodelled consequently on that Resolution, stated in an early Report to Government—" We are deep-
" ly sensible of the importance of encouraging the cultiva-
" tion of the vernacular languages. We do not conceive
" that the Order of the 7th March precludes us from doing
" this, and we have constantly acted on this construction."
This interpretation was fully approved of by the Government, and the Committee have consistently given effect to it. But their plans in respect to the cultivation of the vernacular languages have been hitherto strictly limited to enforcing the habit of constant and correct *composition in those languages* on the part of their English Scholars. Their rules on the subject are stated in paragraph 13 of their Report of 31st August 1838, in these words—" In order
" to carry the intention thus expressed into effect the

" General Committee has attached teachers of the vernacular
" languages to all its Institutions. The English teachers
" have been required to learn the native dialects, and the
" Local Committees have been urged to make the efficient
" instruction in the dialects of their Provinces an object of
" particular attention. The Committee have directed that
" the pupils should be constantly exercised in translating
" into their own language and from thence into English,
" and that they should practice original composition in
" both languages. They have also directed that the best
" translation from English into the vernacular language
" should be forwarded to them from each school after each
" annual examination, in order that the translator may
" receive (if the Committee are satisfied with the perform-
" ance) some pecuniary reward. The General Committee
" therefore submit that they have done all that is at present
" in their power."—But they had not made any attempt to convey the *substance of instruction* through the vernacular medium. Their Report for 1837 shows that they have abolished *the separate* vernacular classes in all their Institutions, requiring that the students go through the general course of tuition in the English classes, combining with it, as before described, only composition in the vernaculars. They have accordingly taken or suggested but few, if any, steps for the preparation of good vernacular school books. This, if I may venture to express my own judgment on the subject, appears to me to be at present a serious deficiency in our education plans. I find in Mr. Trevelyan's work on Education in India the subjoined remarks on this point " There is,
" however, one mode in which the Government may, with-
" out running any risk of encouraging mediocrity, give
" direct aid to the growth of a national literature. The
" consumption of books in the native languages, in the Go-
" vernment Schools, is already great and is daily increas-
" ing, as the schools become more numerous and better

" filled. The adoption of any book as a class book in the
" Government Seminaries also establishes its reputation,
" and creates a general demand for it. Here then is a cer-
" tain and perfectly unobjectionable mode of encouraging
" the production of good books--only the best books of
" each kind are bought, and they are bought only as they
" are actually wanted; the pupils themselves pay for them,
" and a large number of useful books thus annually pass
" into the hands of the people. When particular books are
" required for the use of the Government Schools, it would
" be advisable to make the want publicly known, in order
" that all native authors may have an opportunity of sup-
" plying it. The best among many competitors is likely to
" produce something better worth having than any single
" writer who could be selected." But even this extent of encouragement to compilers of class-books does not yet seem to have been contemplated by the Committee collectively. Their principle may probably have been that the best employment of their present funds is in the utmost possible diffusion of English knowledge, joined with the practice of writing with facility and correctness in the native tongues. The power of composition being communicated, it may have been thought that the encouragement of publications of all kinds in the vernaculars might most judiciously be left to the enforced demand of the community. I am, however, disposed to think that, as regards at least the provision of a series of suitable class-books for the use of our schools, such a principle should be viewed as open to much qualification.

7. The latest published Report of the Committee for 1837 gives the following view of the number, state, and cost of the Institutions under their charge. It will be remembered that the third, or distinct vernacular class, is that which has now been discontinued.

1st CLASS—ORIENTAL CLASSICAL.

	No of Pupils at the end of 1837.	Average Monthly Expenditure.
Calcutta Sanscrit College,............	122	1558
Benares Ditto,............................	172	1263
Calcutta Arabic Ditto,.	125	1950
Delhie Arabic and Persian Ditto,...	91	800
Ditto Sanscrit Department,............	32	100
Agra Arabic and Persian Ditto,......	113	284
College Mohammud Mohsin, Ditto Ditto,..........................	274	1500
Furruckabad Madrissa.	0	0
Nizamut College,.........................	0	0
Allahabad Persian and Oordoo,......	48	40
	983	7295

2D CLASS ANGLO-VERNACULAR.

	No of Pupils at the end of 1837.	Average Monthly Expenditure.
Hindu College,*	451	4059
Benares Seminary, ...	147	527
College of Mohammud Mohsin, English Department.	750	3000
Ditto Branch School, ...	227	225
Madrissa English School, ...	151	650

* The Hindoo College receives from the General Fund Rs. 2398-6-4 Monthly. It levies from the Pupils, about 1500 Rs. Monthly.

2D CLASS—*(Continued.)*

	No. of Pupils at the end of 1837.	Average Monthly Expenditure.
Agra College, English Department,	151	1288
Delhi Institution,	84	709
Allahabad School,	91	465
Dacca Ditto,	314	536
Meerut Ditto,	86	405
Gowhatty Ditto,	154	279
Chittagong Ditto,	80	150
Midnapore Ditto,	79	305
Patna Ditto,	109	383
Nizamut College, English,	0	500
Bauleah School,	80	177
Ajmere Ditto,	48	305
Saugor Ditto,	114	297
Ghazeepore Ditto,	69	200
Moulmein Ditto,	55	370
Gorruckpore Ditto,	50	200
Farruckabad Ditto,	55	275
Jubbulpore Ditto,	24	125
Hoshingabad Ditto,	23	70
Bhaugulpore Institution,	52	300
Pooree School,	33	118
Bareilly Ditto,	60	250
Commillah Ditto,	88	300
Saugor Ditto,	0	209
Azimghur Ditto,	41	150
Arrah Ditto,	33	100
	3229	7017

3D CLASS VERNACULAR.

	No. of Pupils at the end of 1837.	Average Monthly Expenditure.
Allahabad School,	18	27
Ajmere Ditto,	93	68
Agra College, Hindu,	75	367
Bhaugulpore Hill School,	65	239
Saugor Hindu Department,	131	165
Hoosungabad Hindu Department,	99	250
Total,	481	1127
Grand Total,	5196	25139

8. From an inspection of the foregoing Statement it will be apparent that the establishments of the great number of our English Schools are upon a scale which will not admit of the pupils being carried on to any *very* advanced stage of instruction. The ground work of a good education may be given in them. A generally correct view of History, Geography, and of the Elements of the Sciences, may be conveyed by the teacher. A spirit of curiosity and enquiry is, doubtless, frequently excited, and a more independent and high tone of moral feeling fostered. But taken by themselves, and unless connected in some form with Institutions where able students can acquire a thorough acquaintance with English literature, it seems certain that they will not secure the purpose of imparting that description of improved education, from which alone a real impulse may be expected to arise to national improvement. Indeed, in some of the schools where the whole monthly expenditure does not amount to, or but little exceeds, 100 Rupees a month, it cannot be reasonable to look for

any but a very low standard of qualification in the Master. Mr. Trevelyan in his work* has these recommendations in regard to the extension of such schools through a further grant of public money. "To proceed to practical details, "all we have to do is to follow out the plan which has "been steadily pursued since March 1835. Seminaries "have been established at the head stations of about half "the Zillahs in the Bengal and Agra Presidencies, and "the first thing to be done is, to establish similar "institutions in the remaining forty Zillahs. At the "average rate of 250 Rupees per mensem for each Semi- "nary, this would require an annual addition to the fund "of 1,20,000 Rupees, or about £12,000 a year. What- "ever system of popular instruction it may hereafter "be resolved to organize in India, these Zillah Seminaries "must form the basis of it; and as some time must be "allowed for their operation before we can with advantage "proceed a step further, their early establishment is a mat- "ter of importance" It may, however, be better to employ additional funds, if not adequate for the accomplishment of both objects at once, in the formation of a few really efficient Central Colleges. Plans are in progress, or have been set on foot, for assigning instruction of the highest form to the English Seminaries at Delhie and Agra; but partly from difficulties as to funds, and partly from the delay and disappointment in obtaining proper Teachers or Professors, success has not yet been attained. Even to the Hindoo College in Calcutta, Instructors have not yet been permanently attached in the branches of education on which, as before observed, the Honcrable Court have placed so much just value. We have there to the present time no chairs of moral philosophy. of general jurisprudence, of the principles of English and local law, or of political economy—and in respect to the class of history, the last

* Pages 170 and 171.

Report of the General* Committee contains this complaint. "It is deeply to be lamented that some plan cannot be "devised to prolong the residence of students of this class. "But their poverty, and the facility with which respectable "and lucrative employment is obtained by the students of "the Hindoo College, cause their removal before the com-"pletion of the proper course of studies."

9. In the Bengal Provinces it should be stated that there is a growing and very general demand among the people for the acquisition at least of an elementary English Education—and that such a demand to some extent exists also in the North Western Provinces is proved by the steady rate at which a moderate attendance, with no inducement but that of free instruction, is given to the schools established at the principal Stations in that Division of the Presidency. In Bengal, the General Committee have been frequently obliged, from the poverty of their funds, to refuse assistance applied for, with the offer of considerable private contributions, for the foundation of new schools in different quarters. The enumeration which I add below, shows the number of students in the schools of the Upper Provinces in the years 1836 and 1837.

	Number of Students.	
	1836.	1837.
Benares Seminary,	142	147
Agra College, English Department,	118	151
Delhie Institution,	110	84
Allahabad School,	91	91
Meerut Ditto,	106	86
Patna Ditto,	102	109
Ajmere Ditto,	0	48
Saugor Ditto,	39	144

* Paragraph 12.

	Number of Students.	
	1836.	1837.
Ghazeepore School,	57	69
Goruckpore Ditto,	53	50
Furruckabad Ditto,	30	55
Jubbulpore Ditto,	17	24
Hoshingabad Ditto,	20	23
Bareilly Ditto,	60	60
Azimghur Ditto,	0	41

10. But in all these schools, the defect the most prominent, and the one the most truly to be regretted, is of the same kind as has been referred to as existing in the Hindoo College, though in that Institution it is found in a much more modified degree. In that College the period of study is ordinarily too limited for the purposes of a finished education. In the schools in the Provinces, partly from the general poverty of the pupils, and partly from their object being too often only to gain a knowledge of English reading and writing, the terms of attendance are greatly more brief and irregular, and an inducement to the more promising of the scholars to prosecute their studies, till some useful amount of instruction and improvement is communicated to their minds, must be acknowledged to be among the decided wants of our system.

11. I will here cite extracts from interesting papers by the teachers of the English schools at Benares, Allahabad, and Delhie, which will strongly support this view of the subject. They were written some time back, but the general circumstances which have acted upon the condition of the several Institutions are doubtless the same now as they were at the dates to which the observations more particularly refer.

12. Mr. Nickolls says of the English Seminary at Benares—"The number of pupils at present (December 4th) "upon the list is 143, of whom 74 are Bengallees, 61 are "Hindoostanis, 7 are Moosulmans and one is a Christian, "an East Indian; three boys receive stipends of 8 Rupees "per mensem, two have 5 Rupees monthly, and to one "is given an allowance of 3 Rupees. Five boys are "the sons of persons of respectability, about 25 are "in middling circumstances, and the remainder are of "the poorer classes, some, especially the Brahmins, are "almost destitute, deriving their support chiefly from "presents bestowed upon them for their attendance at "religious ceremonies. With one or two exceptions, all "the Hindoo boys in the school are of the higher castes."

"It now becomes necessary to enquire into the obtacles "which have tended to prevent the rapid spread of know- "ledge at Benares, and which have kept the English Se- "minary, in point of utility and prosperity, in the rear of "other similar Institutions. The Natives of Bengal have "for a long time been witnesses of the skill, power and "wealth of the English, arising from their knowledge, "especially in Calcutta and its vicinity, where the people "have constantly before their eyes the numerous advan- "tages arising from the study of English, and a familiar "acquaintance with the language. A great deal of the "retail trade of the Metropolis is in the hands of natives, "numbers are employed by European tradesmen in the "different mercantile firms, and the Government Offices; "in all these situations a knowledge of English is indis- "pensable: added to which many of the Native Gentlemen "in Calcutta are upon terms of intimacy with the Euro- "pean Gentry, mixing with whom they become fully ac- "quainted with the value of English literature, and accord- "ingly encourage the pursuit of it by their influence over, "and their example to their countrymen. At Benares

" these incentives to learning are wanting in a consider-
" able degree ; it must also be recollected that a great deal
" of superstition and Brahminical influence is to be con-
" tended against. The Brahmins are fully aware that the
" diffusion of true knowledge must eventually sap the
" foundations of the system they uphold, and from which
" they obtain their support : they consequently will, and do,
" whenever opportunity offers, use their influence, directly
" or indirectly, over parents to prevent their children
" attending English schools. Some exceptions to this
" are of course to be met with : I have one or two boys
" in the school, who are sons of Gooroos, or family priests,
" in respectable families, but these are Bengalees. *It
" may also be observed that the general feeling of the people
" of Benares who allow their children to learn English, is that
" the study of the language is only advantageous as far as it
" is a means of procuring employment. English as an in-
" strument of moral and mental improvement is seemingly
" above their comprehension.* I may here remark that
" though the Pundits of the Sanscrit College are upon
" friendly terms with me, they will not exercise the least
" influence over their countrymen to induce them to attend
" the English schools, yet at the same time they declare
" that English learning will spread over the country, and
" they admit many benefits will ensue from its diffusion.
" In Calcutta many gentlemen, both European and native,
" feel interested in education, and take an active part in
" encouraging it ; but at Benares, excepting the gentlemen
" of the Local Committee and the Missionaries, few, if any,
" appear to feel any concern in it. The principal natives
" at this place only give their countenance, or subscribe to
" any public undertaking with a view of personally obliging
" some one or other of the leading members in European
" society—a striking example of this has been already
" noticed in the History of the Sanscrit College, an Insti-
" tution which it is but natural to expect the chief per-

"sonages in Native society would wish to cherish, but for "which, it would in reality appear, they care but little."

" To the poorer Scholars, a small monthly stipend should " be granted to enable them to support themselves decent-" ly, while pursuing their studies. One of the greatest evils " we have to contend against is, that as soon as boys have " learnt a little English, they are obliged to leave school " to seek for employment."

13. Mr. Lewis, Head-master at Allahabad, remarks of the school at that place—" The pupils of my Seminary " amount to about 100 in number, several of whom are to " my knowledge employed in imparting their stock of in-" formation to others who, from their circumstances in life, " are unable to avail themselves of better tuition. Of this " number the major part, or about 2-3ds. consist of Brah-" mins and Kaets. The pupils are the sons generally of " Officers of the Courts, as Sudder Ameens 3, Vakeels 5, " Mookhtars 20, petty Officers and Writers 50 ; 8 may be " sons of Mahujjuns, 4 Bunneas, &c. ; independent of the " Courts, another small proportion, say 15, may be said to " consist of the sons of low Mahometan Officers and of " inferior Hindoo castes. The pupils attached to the " Seminary may therefore be said to consist generally of " the middle classes, as not above 8 or 10 can be consider-" ed the sons of rich or wealthy individuals, and not so " many are absolutely in indigence. The Zemindars keep " entirely aloof from the advantages the Seminary places " within their reach. It does not I believe count one of " them among its number of attendants. Nor do I re-" member that any individual of that class has ever been a " pupil of mine."

" Second in importance to the number and condi-" tion of English Students, come perhaps their motives

"in attending, *and these may with very little hesitation "be ascribed, with but few exceptions, to a desire of qualifying themselves for office or employment as English writers or assistants*. Some few may perhaps enter "with the view of gaining knowledge for its own sake, "but these are very few. It is not until much advancement has been made that this laudable desire enters their "breasts, but that it does in the course of time there is "no doubt whatever. I may without risk venture to say "that about 20 of my pupils feel the pleasure derived from "gratifying curiosity, of looking forward to knowing more "to-morrow than they do to-day, and of mastering "difficulties."

"It is in a great measure on such evidences as these that "I found my hopes of the ultimate success and spread of "education in these parts. The evil is that so many enter "the Seminary merely for the purpose of acquiring facility "in reading and writing. Several it is true are led on to "continue against their predetermination, but by far the "greater number leave me on the accomplishment of their "narrow minded views. On referring to my Register I "find that in last December about 80 pupils were attached "to the school and no fewer than 124 candidates have since "enlisted, while only 100 are now remaining, a fact attributable almost solely to the circumstances I have just "stated."

"Thirdly may be classed, conduct of pupils in attendance. This I find to be almost in every respect, either "as regards punctuality or regularity in attendance, perseverance, or behaviour, in proportion to the advancement "made. Indeed concerning this particular I can speak "very favorably with respect to the more advanced of my "pupils—that is, of the upper classes. They evince more "perseverance I think than English boys—many of them "come to the school from a distance of 3 or 4 miles and

" show a decided wish to improve—and that in spite of the
" remonstrances of their parents or guardians and abuse of
" their friends, who are all of opinion that a little English
" is all they should acquire, and that a continuance in the
" school will weaken their religious principles and respect
" for their ancient customs."

14. Mr. Taylor, the Secretary of the College at Delhie, writes thus—" I believe you will forgive me when I add that
" in the existing state of things at Delhie, no plan of popular
" education can be expected to succeed that proceeds on
" the rigid exclusion of the stipend system, which upon
" mature consideration will I think be found to be the most
" economical, effectual, and suitable means for the end
" proposed—unless indeed we could in some manner be
" assured that English learning has the same value here as
" at the metropolis—that the demand for it is equal at
" both extremities of the Empire, and that wealth abounds
" to the same extent here as at Calcutta—unless this can
" be proved, it will of course, be expedient first to provide
" food and raiment for the hungry and destitute pupils who
" usually compose our Colleges, and next, men of literary
" or scientific eminence for their intellectual improvement.
" The annexed lists will show that of the majority of the
" pupils the parents are either actually destitute or not far
" removed from destitution. We may have an array of the
" first rate talents for our Preceptors *but alas! how can*
" *we expect scholars where the prejudices of the unenlightened*
" *rich scorn the toil and drudgery of scholastic discipline, and*
" *where the unhappy poor who would seek learning as a re-*
" *fuge from want are starving.*"

15. These remarks were all made without any opportunity of communication among the parties, and their tenor is strikingly corroborated by a fact of very recent occurrence. Dr. Ranken, the Superintendant of the Post Office Department in the North Western Provinces, proposed to

the students at the Delhie College to attend at his office to receive instruction in its duties, on the bare possibility, resting entirely on his own hope and opinion, that the Government might eventually permit him to employ some of them in no higher post than that of the charge of small Post Offices on 50 Rupees a month. Upon this invitation, he at once received as many as 13 canditates from among the 90 or 100 lads who are attached to the institution.

16. The subjoined will show more in detail the nature of the subordinate situations in which our English students have hitherto obtained a provision.

List of the Students educated at the Delhie College who have obtained employment and of the situations they hold.

Atmaram, Compositor in the Delhie Gazette Printing Office.
Bhugwandas, 1st, Writer.
Bucktawer, Tutor to Sud Gopal.
Bholanoth, Writer to Mr. Muir, Mozuffernugur.
5 Bood Sing, 1st private Teacher in the Cantonments.
Bood Sing, 2d, Assistant Surveyor under Captain Wroughton.
Buldeo, in the Delhie Gazette Press.
Bhugwan Das, 2d, Writer in a Regiment at Cabul.
Chutterbhooj, Assistant Teacher in the Delhie Institution.
10 Digumber, Writer in the Commissariat Department, Meerut.
Dowara, in the Delhie Gazette Press.
Gheesalal, Writer.
Gunnashee, in the Delhie Gazette Press.
Gowreeshunker, Vakeel in the Commissioner's Office, Ajmere.
15 Hussanee, Assistant Teacher in the Delhie Institution.
Hadee Hussain, Assistant Surveyor.
Hyder Hossain, ditto ditto.

Hur Chunder, Writing Master in the Delhie Institution.
Hurdeo, Assistant Surveyor under Capt. Wroughton.
20 Hyderbuxsh, Writer with R. Bell, Esq., Shikarpore.
Himmut Sing, Delhie Gazette Press.
Ishri Das, Private Tutor and Interpreter to His Royal Highness Mirza Selim.
Imdad Hossain, Writer with Lieut. Nicholson.
Isa Khan, Writer in Syed Ibrahim's shop.
25 Jowahir Lal, Assistant Teacher in the Delhie Institution.
Jaishunker, private Teacher, Meerut.
Juttoo Mul, Compositor in the Delhie Gazette Press.
Jowlanath, private Teacher to Lieut. Duffen, Meerut.
Jewin Ram, 1st, Writer to Nawab Syed Hamidali.
30 Jewan Ram, 2d, Mohurrer, Alwar.
Juggernath, Writer Post Office, Baughput.
Jeesook Roy, Writer Post Office, Rewaree.
Kanhialol, 1st, Assistant Teacher in the Delhie Institution.
Kidarnath, 1st, formerly private Secretary to Dr. Gerard.
35 Kanhialol, 2d, Compositor in the Delhie Gazette Press.
Kasimali, ditto ditto ditto.
Kanhialol, 3d, Moonshee, Neemuch Cantonment.
Kirpa, Government Doctor, Delhie Jail.
Kidarnath, 2d, private Teacher with Raja Omed Sing.
40 Kisken Lol, in the Delhie Gazette Press.
Kanhialol, 4th, Assistant Surveyor with Captain Wroughton.
Kemdan Lal, Writer Post Office at Jyepore.
Mr. Lowrie, serving in the Palace.
Munoo Lal, private Teacher in the Palace.
45 Mooteelal, 1st, Tutor to Raja Taiz Sing.
Mohun Lal, Government Newswriter at Candahar.
Mohomed Ali, Assistant Surveyor.
Mohomed Salim, ditto ditto.

Mohomed Hossain, Assistant Teacher in the Meerut School.

50 Mirza Abbas, Patroller in the Delhie Custom House.

Mehdi Hossain, Writing Master in the Delhie College.

Mehdi Ali, private Tutor to the Lord Bishop of Calcutta.

Mootee Lal, 2d, Translator Delhie Ackbar Press.

Mahomed Azim, Compositor in the Delhie Gazette Press.

55 Makhun Lal, Private Teacher in the service of Fazel Ali.

Muzher Ali, Garrison Native Doctor, Rhotuck.

Nuhsook, Writer Post Office, Paniput.

Namdar Khan, Teacher with Surfuraz Khan.

O Eneas, John, Writer.

60 Omed Singh, Naib Sherishtadar, Umbalah.

Philip, Writer.

Phundun Lal, Writer Opium Department, Allyghur.

Puran Lall, Teacher with Raja Kishun Chund.

Qummer Ali, Writer, Meerut.

65 Ramkissen, Assistant Teacher in the Delhie Institution.

Radha Kishen, 1st, accompanied Mohun Lal to Candahar.

Rikhem Lall, Compositor in the Delhie Gazette Press.

Raman, ditto ditto.

Radha Kishen, 2d Peshcar to the Tuhsildar, Mozuffernugur.

70 J. Rennell, Writer, Session Judge's Court, Delhie.

Radha Kishen, 3d, Moonshee 4th Local Horse.

Ram Kishen, 2d, Teacher with Rao Poorun Singh.

Shahamut Ali, Moonshee with the Political Agent at Loodhiana.

Sheopershad, Assistant Teacher in the Delhie Institution.

75 Sufder Hossain, Assistant Surveyor.

Soonder Lal, 1st, Moonshee in the service of Col. Skinner.

Sirdar Khan, Moonshee in Nuwab Fyzalee Khan's service.

Simonds, Mr., Assistant Patroller Custom Department.

Soonder Lal, 2d, Private Teacher in the Cantonments.

80 Sheojee Ram, Interpreter at Lahore.

Wazir Ali, 1st, Assistant Surveyor.

Waris Ali, Private Tutor to His Royal Highness Tymoor Shah.

Wazir Ali, 2d, Private Teacher in the Cantonments.

Yoqub Ali, Moonshee in Nuwab Fyzalee Khan's service.

85 Zamni Ali, Private Teacher, Loodhiana.

Zahoor Hoossain, Section Writer Delhie Judge's Office.

Zea Oolla, Teacher with Lieut. Latter.

Zulfiqar Ali, Writer at Cawnpore.

Wazeer Khan, entered in the Calcutta Medical College.

90 Namdar Khan, Regimental Moonshee, Meerut.

17. I have quoted these documents in no spirit of discouragement. But it is right that the public authorities should consider the question with a full view of the facts before them. The inference from these facts seems to me to be that special and suitable measures are required to give the desired scope and effect to the scheme of instruction even in the metropolis, and certainly far more in the Provinces, and that it should be the aim to give to the matter taught at the Government Schools the most practically useful character possible, so that the people may be led, from that cause, the more willingly to avail themselves of the means of general improvement which are offered to them.

18. It remains to be added, in regard to the institutions of education in connection with the Government, that a desire to communicate knowledge to those who are acquainted with the Bengallee language only has very lately led to a scheme by the Managers of the Hindoo College at

Calcutta for establishing, as attached to that institution, a Pautsalah in which instruction, on an improved system, is to be given exclusively through the vernacular medium. The success of this attempt can only be determined by experience. In the mean time I would use the list entered below of the wants of such a school with reference to the actual state of books in the Bengalee (which is by far the best supplied in this respect of the vernacular languages spoken on this side of India) as showing how much has to be done before we shall be in possession of any thing like a complete series of good vernacular class books. The list is intended to provide for the highest class of the school, and appears to me to be well selected for the purposes of useful practical education.

Books to be used.	*Books to be revised.*	*Books wanted.*
Putrodhura, ...	Putrodhura.......	A set of Revenue and Commercial Accounts.
Pearson's Ancient History, ...	Pearson's Ancient History, ..	A Modern Universal History.
A Sketch of the celebrated Characters of Ancient Times, ...		A Sketch of the celebrated Persons in Modern Times.
Yates' Astronomy,...	Yates' Astronomy,	Geometry and Algebra.
Yates' Natural Philosophy, ...	Yates' Natural Philosophy, ...	General Principles of Law and Political Economy.
		Moral Philosophy.
		Practical Surveying.
		An Analysis of Local Laws and Regulations.
		Hindee and Mahomedan Laws of Inheritance.
		Skeleton Map of the Provinces of Hindoostan.

19. It is interesting to trace the degree in which the Mahomedans are ready to accept from us instruction in English. The failure, as respects effective progress, of the English school attached to the Mudrisa in Calcutta has been before mentioned, with Mr. Prinsep's remark on a supposed growing wish among Mahomedans to receive such instruction. Of the number of the class it is stated in the Committee's Report for 1837 page 17—" There were " 155 Pupils, Muslims, on the rolls of this school, which " is in fact, a distinct Institution accommodated on the " College premises; for there were only twenty of the " Arabic Students who availed themselves of its benefits. " It might be called the Mahomedan English school." In other places the number of Mahomedans studying English varies exceedingly. I give a table from the statements in the Committee's Report abovementioned showing how many are entered at several Provincial schools in different parts of the country.

	Number.
Dacca,	28
Commilla,	4
Gowhatty,	36
Baulea h,	1
Patna,	12
Benares,	8
Ghazeepore,	15
Meerut,	44

The extension of good education in a form acceptable to this class is a matter of extreme importance

20. To the Medical College at Calcutta, and its distinguished triumphs, I need not here allude at length. The Government has on many occasions borne testimony to their value. The results at this College furnish unquestionably a most gratifying and convincing evidence of the

effect of a direct and *complete* education through the means of the English language. But this effect is not obtained without a large cost. The system of stipendiary allowances for the support of the pupils is very generally in force at the Medical College; on the 1st April 1838, the number of students was* stipendiary 48: non-stipendiary 21. Mr Trevelyan gives this reason for† deviating in this instance from the general rule, prohibitory of all stipends. "The "professional training at that institution is carried so much "beyond the period usually allotted to education in India, "that without this assistance, the poverty or difference "of the parents would often cause the studies of the young "men, particularly when they come from a distance, to be "brought to a premature close."

21. This remark, it will have been seen, may be applied with justice to a thorough education in other branches as well as in that of Medical knowledge, and it is in consequence material to mark it. The worldly value of a good Medical education must, however, be already in some degree sensibly felt under the arrangements which have been adopted for the employment of the qualified students of the College, and they will be considerably enhanced under the further arrangements which have been suggested in the Minute of the Governor General of the 1st ultimo. It may be proper, therefore, to look forward to a time when the practice as to allowances at the Medical College may be assimilated to that which may be established in our other institutions.

22. I now turn to a most interesting independent experiment on education which has been conducted under the superintendence, and with the aid of the active personal

* General Committee's Report for 1837, page 59.
† Work on Education, page 31.

exertions of Mr. L. Wilkinson, the Political Agent at Bhopal. This gentleman has organized schools at Sehore in which instruction is given through the medium of the Eastern learned, as well as the vernacular languages. There were 74 boys in his Mahomedan, and 116 in his Hindee Lower School, and 24 students of the Sanscrit classes, reading the higher Mathematics and Grammar. In the lower classes, Mr. Wilkinson caused to be used all the printed school books that he could find, though he complains of their deficiency, excepting however particularly from the complaint some "admirable" Marathee books printed at Bombay, to which I shall refer in another place. His great efforts and success were in the Sanscrit branch of the higher class, "in which the Hindoo "Mathematics and the Hindoo system of Astronomy are "adopted as the foundation of the course of study." From the Siddhants, which are wholly free from the fables of the Poorans, and which "carry the student just to that point "to which the Science of Astronomy had been carried in "Europe when Copernicus, Newton, and Galileo, appeared "to point out and to establish that the sun and not the "earth was the centre of our system," he unfolded and explained to the pupils all the principal facts of Astronomy, proving and illustrating the further truths of the Science upon the basis afforded by those works. He is himself a Sanscrit Scholar and an ardent student of the exact Sciences, and though he modestly claims no credit to his own share in the tuition, it is yet certain that it is to his knowledge and indefatigable zeal that the great progress made is to be ascribed. The native teacher and three of his pupils visited Bombay in the early part of this year—and the extent of their acquirements may be estimated from the certificate of which an extract is given below, granted to them by one of the masters of the Scotch Missionary Schools at that place—"Rumeshwur Gooroojee and his 3 pupils have attended a general examination of our girls'

schools, and have inspected the classes and operations of our English Institutions. They shewed great interest in Mathematics and Geography, and proved themselves to be well acquainted with these branches. I have had a good deal of conversation with them in private, and find that they have a good knowledge of History and are remarkably well instructed in Astronomy. They appear to be both inquisitive and discerning, and I have no doubt that they will derive much benefit from their visit to Bombay. Could they add a knowledge of English to their other accomplishments it would be a matter of the greatest consequence. Their case shows however (and it is cheering to observe it) how much may be done through the medium of the native languages."

23. Mr. Wilkinson candidly states that the first effect at least of his use of the Siddhants to expose the absurd ideas, usually prevalent among Hindoos from the authority of the Poorans, was to rouse a very keen and general opposition among the Bramins in many parts of India. These are his words on the subject—"But as the class advanced, their new opinions, and more especially the talented summary of them by Soobajee Bapoo in his Sheromunee Purkash, which has been widely circulated, have not failed to attract the attention and bring down upon them the condemnation of the most learned Shastrees and orthodox Pundits of Oojain, Poona, Benares, Muthoora, Nagpore and Satara. The Oojain Pundits contended for the unadulterated Poorans, denying that the earth was a sphere, and asserting that Bapoo's book was full of heterodoxy: The Muthoora Pundits, candidly and with a keener foresight of the consequence of their study, pronounced the Siddhants and the whole Jyotish Shastrees (though acknowledged by all the Shastrees to be a Vedanga)* to be an infidel

* Or offshot of the Sacred Veds.

science: The Nagpore Pundits displayed an utter ignorance of the Siddhants. The Poona and Benares Pundits admitted the truth of both the Pooranic and Siddhantic system, and maintained that their contradictions were only apparent and might be reconciled. Our Satara opponent alone sets the Poorans aside, and contends for the truth of the Siddhants, condemning only the heterodoxy of our arresting the sun in his course to make him the centre of the system."

24. Mr. Wilkinson hopes, indeed, that reason and proof will eventually at once conciliate and convince his opponents. But the extent and permanence of the impression which his most laudable labors may produce in this respect can be shown alone by time. Having accomplished so much through the native languages, Mr. Wilkinson proceeds to explain how active a spirit of inquiry has been excited in his pupils, and his views on the relative and proper value and practicability of a vernacular and of English education to the inhabitants of different parts of the country. On the first point he states--"That it may not be advanced that the scope of the system which I have adopted is confined and narrow, and founded too exclusively on a native basis, and that it does not sufficiently embrace the principle of laying open to the rising generation all the vast treasures of European science, or of seeking to bind them to us by the bond of a common literature and of common ideas, I may appeal to the results above described which have been already effected, and to the eagerness with which a large party of the most advanced of the Hindee and Sanscrit pupils, togetker with the head teacher of Hindee, sought of me leave to visit Bombay with a view of seeing its various wonders and institutions, and of further improving themselves in a knowledge of some subjects on which I had not time to instruct them. He and two of the boys have just returned to Sehore

highly delighted with all the wonderful things they have witnessed, and also much improved in many respects. Their improved knowledge not only greatly enhances the value of their services in the school, but their accounts of all the wonderful objects they have seen, will also exercise a most favorable influence in a Political point of view on the native society of this place, and the Chiefs of the neighbourhood. The remaining boy conceived a strong desire to learn the English language, and heedless of the entreaties of his family stopped behind, and entered himself as a student of the Elphinstone College. I beg to enclose a certificate* given to the Gooroojee and his pupils by one of the most successful teachers of youth at Bombay. As I am not acquainted with the Gentleman, his independant testimony to the proficiency attained in the Sehore school is the more valuable."

25. On the latter subject he remarks--" I have stated " in a previous paragraph an opinion which I have before " mentioned that the attempt to educate the mass of the " people of India through the means of English must fail. " It is proper that I should place on record the result of " the last three years experience here and at the neigh- " boring stations, that the Government of India and the " General Committee of Public Instruction may have be- " fore them every fact calculated to elucidate the question, " and that they may give the past its due weight when the " subject may come under consideration." He then cites instances of the failure of attempts to establish an English school at Kotah, and to give an English education to two minor chiefs in Malwa, the Raja of Jabooa, and the Nawab of Joura, and adds his general conclusions which I shall cite in full—" At Hooshungabad the General Committee " had an English school, the teacher of which got 70

* Before quoted.

" rupees a month ; this salary it will be acknowledged was " wholly insufficient to command the services of any man " of liberal education, and in fact the teacher was a mere " copyist. Of the elements of Geography, Mathematics. " and History he was utterly ignorant ; indeed he was one " of the sturdiest opponents of the Hindee Teacher (a " native of the Sehore school) who endeavored to persuade " him that there were such people as the antipodes. Offi- " cial influence never procured for him the attendance of " more than 8 or 10 scholars ; and he never I believe suc- " ceeded in carrying any of them beyond their Spelling " Books. He has now got a much better paid situation as " a writer elsewhere, and has resigned his Schoolmaster- " ship. The English class there also is therefore in abey- " ance."——" Let the real value of all the instructions and " of the knowledge of English and English ideas conveyed " by all these four or five teachers of English be candidly " weighed, and then let the cost of them and of the expen- " sive English Libraries accompanying them be also weigh- " ed. The most zealous advocate of English will acknow- " ledge that little indeed has been effected. To me the " money spent in all these forced attempts to introduce the " study of English at places where there is no effective " demand for it, seems to be utterly thrown away. At the " Presidencies and at all the large European stations the " study of the English language appears to call for every " encouragement, for there is a real demand and a real use " for it there when acquired. By encouraging the study " of it at such places there is no waste of resources. The " schools established there on the most efficient footing will, " in the course of ten or fifteen years, moreover produce a " number of well educated young men, whose services may " be procured at the same rate as good Moulavees or Pun- " dits are now procurable, and thus one main obstacle now " existing to the establishment of an English class in all " the Mofussil schools, will be removed and such teachers

"would find an universal preference if they were also well "acquainted with their mother tongue. This object would "be best attained by making it obligatory as at Bombay on "every candidate for admission into the English class, to "have first passed an examination in the Grammar of his "own vernacular tongue—at present the cost of supplying "good and well qualified English Schoolmasters at the rate "of one to every Collectorship, is infinitely beyond the "means of Government, even if there were any real de-"mand for English, and when it is considered that there is "at most stations no actual demand for English, to incur "the vast cost seems a most unjustifiable extravagance."— "If the diffusion of general knowledge and sound science "be the object sought by education, and if the vehicle, the "mere English language, be not itself the object and end, "what can be more satisfactory than the results of the "combined system adopted here? a few of the most ad-"vanced boys have now acquired a better knowledge of "one or two branches of science than the generality of "English youth of the same age possess on leaving school. "They see their deficiencies in the other branches and are "anxious to remedy them; indeed I feel assured that the "prosecution of this system will sooner create a genuine "and effective demand for a knowledge of English than "the forced attempt to introduce it at once before any sense "of deficiency or of its use has been in the least degree "wrought. To produce this result I have excluded neither "English, Persian, nor Sanscrit; on the contrary I have "made extensive use of all. Wherever I found a moral "truth or a fact in the abstract Sciences, already acknow-"ledged and taught in any of their established popular "works, which was capable of an extended application, or "which could be used to prove something new, I immedi-"ately fixed the attention of the teachers upon it, made "them study and reflect upon it and then shewed its before "unseen and undiscovered consequences. By thus using

"the national, popular, and standard works as the tests and
"basis of the system, the cordial concurrence of the exist-
"ing learned natives was at once given to me, and I was
"thus saved from the necessity of teaching from the be-
"ginning a new system for which I never could afford time;
"but by supplying a running commentary on their text from
"our own stores of English science as far as I could, their
"errors have been in a great measure corrected and most of
"their deficiencies have been supplied. By this use, pruning,
"extension, and correction of their own indigenous popular
"and standard works, the system adopted here seems to me
"the most likely to thrive with the least degree of encou-
"ragement; the Astronomical class consists of but a small
"number of students; this has in a great degree arisen
"from my strict exclusion of the study of Astrology from
"the school, but it is my Astronomical class, which though
"it consists of so few, has been of most extensive use in
"disseminating amongst all the rest of the boys and to
"very many others a knowledge of the various truths
"which they alone at first were capable of appreciating
"and understanding. A little learning has been said to
"be dangerous. I cannot certainly admit the universal
"truth of the saying. But for the base and principles
"afforded me by the little sound knowledge contained in
"the native works, the progress attained could not have
"been secured."

26. I have thought it right to give this complete view of the opinions and suggestions of one who has been a practical and successful labourer in the field of education, that a comprehensive and impartial statement of all plans may be before the Government. I would hazard only the remark on them that Mr. Wilkinson's peculiar method seems applicable specially, and indeed almost exclusively, to the department of the higher Mathematics, in which there exist the indigenous test books to which he refers and of

which use can be made, whereas in other branches of instruction such aids have to be supplied nearly entirely from European sources, and that a knowledge of these higher processes of Mathematics or Astronomy is certainly not intimately connected with the purposes of a common education. It need not be said also that, in estimating the economy of the different systems, the fact that the gratuitous and invaluable superintendence, which the philanthropy of Mr. Wilkinson leads him to afford to the Sehore schools, cannot be elsewhere looked for, is one most material to be kept in view in the formation of a correct decision.

27. Mr. Wilkinson in a letter accompanying his public report, alludes to it as his first object that he should carry through the printing of the Sidhants, of the Rekha Gunitu, or a Sanscrit translation of Euclid, which was made by the orders of the famous Raja Jye Singh of Jyepore, and of one or two other mathematical works. For the support of the Government in the printing of these books, he has applied in his official report, and the subject will be separately disposed of. He goes on to say—" This labour accomplished, " I shall feel myself at liberty to undertake translations" (into the vernacular dialects is, I believe, to be understood,) " of those works, *and of works on Mechanics, Political Economy, and History. On these latter subjects Hindoo literature has nothing we can avail ourselves of.*" I cite these words, as marking within how narrow a range it would, under any circumstances, be possible to adopt the idea of building on a Hindoo foundation, and as showing also that want of vernacular Class Books of an useful general description, which has been before referred to, and for the supply of which an united, systematic, and well arranged effort, by all who are concerned in the promotion of native education, is probably most essential.

28. I would next submit a succinct notice of the measures of Public Instruction which have been pursued in the Bombay and Madras Presidencies.

Bombay 29. In Bombay exertions for the object were urgently pressed forward by the experienced and instructed mind of Mr. Elphinstone. He uses on the topic these few and simple, but emphatic and memorable words. "In "the mean time the dangers to which we are exposed from "the sensitive character of the religion of the natives, and "the slippery foundation of our Government, owing to the "total separation between us and our subjects, require the "adoption of some measures to counteract them, *and the "only one is to remove their prejudices and to communicate "our own principles and opinions, by the diffusion of a rational education.*"

30. The plans adopted under his auspices were of diffusing knowledge in the Provinces through the vernacular medium, by the founding or assisting schools, and by the preparation of Class-books, and a system of improved superintendence. Means for an English education were afforded at the Presidency, and an English class was, I believe, added to the Sanscrit College at Poona. Mr. Elphinstone's sentiments on the value of an English education, and on the best means of creating a demand for it, were stated in paragraph 27 of his Minute of December 13th, 1823. "If English could be at all diffused among "persons who have the least time for reflection, the progress of knowledge, by means of it, would be accelerated "in a tenfold ratio, since every man who made himself acquainted with a science through the English would be "able to communicate it, in his own language, to his countrymen. At present, however, there is but little desire "to learn English with any such view.—The first step towards creating such a desire would be to establish a

"School at Bombay where English might be taught classi-
"cally, and where instruction might also be given in that
"language on History, Geography, and the popular
"branches of science."

31. A discussion was at this period raised, and subsequently maintained by Mr. Warden, a Member of the Bombay Government, and now a Member of the Honorable Court, on the propriety, which he strongly pressed, of making English a primary instead of a secondary branch of the scheme of education. The remarks of the Court on these discussions were thus expressed in their dispatch of February 18th, 1829—"You will have gathered from that
"dispatch, that we, on the whole, concur in the more com-
"prehensive, and we think sounder views of your late
"Governor, and you will have perceived that we have
"sanctioned the whole of his plans, which as he has him-
"self observed, are not inconsistent with those of Mr.
"Warden, but go beyond them. Because an attempt is
"made to communicate to the natives the elements of use-
"ful knowledge in their own languages, it by no means
"follows that to those who desire them, facilities should
"not be afforded for learning English. But such know-
"ledge as suffices for the common purposes of life may
"without doubt be easier taught to the natives in their own
"than in a foreign language. We are persuaded (and ex-
"perience on the other side of the Peninsula confirms us
"in the opinion) that a desire for European knowledge and
"for the advantages connected with it is the only effectual
"stimulus to the acquisition of the English language."

32. The extent to which it was proposed to carry the plan will be seen from the extract of a previous dispatch of the Court, of April 16th 1828—"It remains to consider
"what may most expediently be done for the multiplica-
"tion of schools; your views extend to the immediate

"establishment of a school in each of the principal towns "and Sudder stations; and when these shall have produced "a sufficient number of persons capable of teaching, in all "the Cusbas and large villages, we agree with you in "looking to this wide extension of the benefits of educa-"tion as the ultimate end to be aimed at."

33. And Sir John Malcolm observes on the subject in paragraph 232 of his Minute of November 30th, 1830—"Education is promulgated still more generally by large "schools at every principal town, that are under the im-"mediate inspection of the Collector, and one of the prin-"cipal masters of them goes circuits throughout the Village "Schools of the District." The number of Bombay Provincial Schools and of the pupils at them will be seen from the table which I attach, taken from the Report of the Native Education Society of that Presidency for 1838, and the small number of vernacular books, which all the care employed in such translations at Bombay has collected for the use of the schools, will appear from the further Tables annexed, also taken from the same document. It will be seen that the list is well supplied with elementary treatises of science, but it is certainly far from rich in works of general literature, adapted for popular instruction.

34. Before noticing the statements on the actual condition of education in the Bombay Provinces, I would quote as before regarding Bengal, some general remarks of the Honorable Court in their several dispatches, which seem specially deserving of attention.

35. On the examination of the Provincial Schools, they observed in paragraph 11 of their dispatch of April 16th, 1828—"We perceive that the mode of rendering the ex-"aminations most efficient is receiving that attention from "you which its importance demands, and we shall not at-"tempt to direct you in the choice of means further than

" by expressing our decided conviction that European exa-
" miners can alone be relied upon for performing that duty
" with the necessary impartiality and intelligence. We
" deem this caution the more requisite because more than
" one of the local Officers appear to contemplate the
" employment chiefly of native agency for that purpose."

36. On the means of improving the Village School-
masters, and distributing public employment with a view
to afford inducements to a better education, they observed
in paragraphs 1 to 7 of their despatch of December 12th,
1832 —" From these documents it appears that the num-
" ber of Schools, though small in proportion to the popu-
" lation, is in itself not inconsiderable, but that the educa-
" tion (which is wholly elementary) is most imperfect of
" its kind, and that there is little or no disposition on the
" part of the Schoolmaster to avail themselves of the faci-
" lities which you afford them towards rendering it better.
" There have been scarcely any application for the improv-
" ed School Books, which you have for some years gone to
" so much expense in printing "——" This being the case
" we think it would have been more eligible if instead of
" granting to every Schoolmaster a fixed salary, charge-
" able to the Gaum Khurch, or village expences, you had
" made this improvement in their situation conditional
" upon their using such books of instruction, and adopting
" such other improvements in their mode of tuition, as you
" might deem it advisable, in existing circumstances, to at-
" tempt to introduce."——" You have placed and intend to
" continue placing in the largest towns, Schoolmasters who
" have received the benefit of a superior education, in the
" Government institution at the Presidency or elsewhere.
" And we highly approve of the plan of periodical circuits
" by these superior teachers to examine and report upon
" the state of the Village Schools, persons being provided
" to officiate for them at their own stations during their

"absence." "*We have already expressed our approbation*
"*of your views of making the prospect of public employment*
"*operate as an inducement to take advantage of the improved*
"*means of education now provided.*" And on the subject
of the systematic supply of proper vernacular School-books,
they offered these important suggestions in paragraphs 11
and 12 of the same dispatch. "It appears to us that in
"the provision of books for the education of the natives of
"India it would be beneficial that the three Presidencies
"should act in concert. The difference indeed in the
"vernacular languages renders it convenient that the trans-
"lation into those various languages and the works neces-
"sary for their Grammatical study, should be prepared
"wherever it is easiest to find persons familiarly acquaint-
"ed with those languages respectively. But the case is
"different with regard to the preparation of Scientific and
"Medical works adapted to the use of the natives, and
"popular literary compositions suited for schools. The
"want of such books is strongly felt, and must greatly
"diminish the utility both of the elementary and the higher
"Seminaries. But works of this description may be pre-
"pared once for all, and if approved may be translated into
"all the native dialects. Whatever is done by Govern-
"ment to encourage the production of such works, by
"prizes or otherwise, should be done systematically with
"the cognizance of all the three Presidencies, but under
"the direct authority of one. Otherwise it may happen
"that expenses are incurred at one Presidency for purposes
"already sufficiently answered by what is done or doing
"at another."——"The Supreme Government, with the
"advice of the General Committee of Public Instruction
"at Calcutta, seems the most proper organ for controlling
"this branch of the education department. You will there-
"fore place yourselves in communication with that Go-
"vernment with a view to ascertain their sentiments on
"the subject. They may probably consider it advisable

" that you should hereafter confine the Disbursements " under the head of the School-books at your Presidency, " to providing the books necessary for the Grammatical " study of the Guzeratee and Marhatta languages, and " translations into those dialects of *works approved of by the " General Committee at Calcutta.*"

27. A signal improvement appears to have been effected within the last few years in the character of the English education given at Bombay. The report of the Education Society for 1837 has these comments on the subject—" Within the last two years a spirit of emulation, and a " desire for the acquisition of knowledge have become most " conspicuous, and in spite of national prejudices and the " naturally apathetic character of the natives, the im-" portance of European arts and sciences is every day " better appreciated and their study more closely follow-" ed. The indifference which formerly clogged every " attempt to introduce a higher standard of acquirements " than that which generally satisfied the native students, " namely, a smattering of English sufficient to insure " employment in some public office, has been superseded " by a zealous and successful cultivation of Western li-" terature even to the abstruser branches of science," " Messrs. Henderson and Bell were placed in charge of " the English schools about 3 years ago, and it is chiefly " through their exertions and skilful superintendence that " the establishment has assumed so prominent a position " among the fellow Institutions of this Presidency."——" It " would appear too that there is a much smaller proportion " of every dull boys amongst the natives than is to be found " in most schools at Home. But this may be attributed in " a great measure, to the existing system of admission and " the previous discipline *to which every boy is subject in the " native schools;* where before they come under the charge " of the English masters, they acquire habits of attention

"and application which render their subsequent progress "rapid and easy."——"The rule that no boy is admissable "into the Society's English school, who on examination "does not show a competent knowledge of the Grammar "of his own language has produced the best effects, both "by stimulating boys to exertion whilst in the Native "Schools, and also by acting in some measure as a check "on a too indiscriminate admittance into the English "School."

38. Regarding the vernacular schools in the Provinces the same Report states—"The Reports of the travelling "inspectors in Guzerat and Deccan represent the District "Schools as being in excellent order, and most fully attend-"ed. Your Committee has here much pleasure in advert-"ing to the recent appointment of Captain T. Candy to "the superintendence of the Sanscrit College at Poona "and the Government Schools in the Deccan; from Cap-"tain Candy's superior qualifications as an Oriental Scho-"lar and his thorough knowledge of the native character "the most favorable results in the cause of education are "anticipated." And the Report for 1838 contains this brief general notice of the subject—"The Native schools "at the Presidency have been fully attended during the "past year, and the Reports from the Society's travelling "inspectors in the Deccan and Guzerat, represent the state "of the District Schools as most satisfactory."

39. I may cite, without knowing what authority is to be attached to them, the observations which I find in a Bombay and English native newspaper, the *Durpun*, on the general character of the instruction at the vernacular schools—"The course of the native schools it must be "confessed is extremely limited. The acquirements of the "masters reaching no higher than the elements of Gram-"mar, Geography and Mathematics as far as these branches

"can be learned from vernacular translations, the instruc-
"tion which they can give to their pupils is still more con-
"fined in extent and imperfect in kind. Yet in many
"cases it is more than sufficient to people placed in
"ordinary situations of life, to cultivators, mechanics,
"manufacturers and tradesmen, and a man possessed of a
"rank far higher in point of intellectual improvement to
"most of the present Carcoons and the highest Native
"Officers of Government."

40. At Bombay the system of Scholarships of merit for the most deserving students is largely established. There are West and Clare, and Elphinstone Scholarships, and in a letter of the 21st January last,* the Secretary of the Elphinstone College Council observes on the propriety of preserving such rewards for proficient students—"The
"Council of the College trust that the difficulties of the
"Institution are nearly at an end, and that the native com-
"munity are awakening to the advantage of an education
"superior to mere practical acquirements, *but in their*
"*opinion the general poverty of the Native Youths, and*
"*the present state of society render necessary the establish-*
"*ment of Scholarships, a measure which is approved of by*
"*the enlightened founder of the Institution, and is not to be*
"*condemned for reasons against it drawn from the state of a*
"*society, between which and the native community of this*
"*country little parity of circumstances exists.*"

41. The Education Society speaks with discouragement of the results of an experiment which I should regard with particular interest, that of assigning some of the Scholarships in the superior Institutions to the best of the pupils in the vernacular schools. For it is by such inducements and opportunities of advancement to the most able and diligent youths of the more Elementary Schools that such

* Published in "*Bombay Courier*" of January 29th, 1839.

schools can alone be made effective for the thorough communication of knowledge, and that an impetus can most readily be given to the cause of improvement among the inhabitants of the Provinces. I find these words in the Report for 1837 on the subject, on which it is to be remarked that the tenour of the passage scarcely bears out the general expressions of satisfaction with the progress of the Mofussil schools which have been before quoted. "The "four West scholars selected from the Mofussil schools last "year have arrived. With the exception of the Poonah "boy, the previous attainments of these youths were very "inferior: indeed one of them, the lad from Nugger, is still "learning Marathee in the Native schools. It appears "therefore doubtful to your Committee whether the stimulus "given to District schools by this measure is a compensa- "tion for the discouragement felt here by many boys of "superior acquirements, who regard with jealousy an ar- "rangement conferring on their inferiors, a distinction "which they have been taught to consider exclusively the "reward of superior merit."

42. A passage in this report marks the necessity of great caution and reflection in the selection for publication of such works only in the vernacular languages, as may be of clearly ascertained practical utility. It is said—"Be- "sides, the Depository is filled with bulky and expensive "works which have been at times printed by the Society at "a large outlay, but which, from their price being beyond "the reach of most natives, now remain a dead weight on "the Society's hands, with scarcely a hope of the ultimate "realization of their first cost. As an instance your Com- "mittee would refer to Hurry Kissojee's conversations "on Chemistry, a work in itself reflecting great credit on "the translator, and a desideratum in the lists of native "publications. It was printed in February last at an ex- "pense to the Society of Rupees 7,000 and a Depository "price was fixed at Rupees 17-8 Annas per copy, the lowest

" at which the Society could afford to sell it. *Not a single* " *copy* has hitherto been disposed of except a few sent to " Regiments to complete their annual indents, and which " are paid for by Government, and 20 copies forwarded to " Mr. Wilkinson, Resident at Bhopaul, by the Honorable " J. Farish; and when it is borne in mind that many in-" stances of a similar nature might be adduced, some of " them involving even a larger outlay of capital, it will be " evident that until the Society is partially at least, reim-" bursed in the funds absorbed by these unproductive pub-" lications, or unless the ways and means of the Institu-" tion are improved by more extensive contributions, its " future operations, as regards the publication of books, " must be confined to the occasional reprinting of such " works *as, from being used in the Society's schools as class-* " *books are sure of a ready sale.*" The lesson taught by these words is of real value, for there is nothing more like-ly to bring into discredit exertions which might be of great use, than the waste of money and labour in attempts which end in disappointment and uncompensated loss.

43. It remains only to be said on the subject of the Bombay Educational Institutions that there is, as has been mentioned, a Sanscrit College at Poona; but I have not the means of reporting on the degree of improvement which the Superintendents have succeeded in engrafting on it. The present Superintendent, Captain Candy, bears a high character, and it is satisfactory to see that he is charged also with the control of the vernacular schools of the Poona circle. The great advantage of European superintendence has not yet been extended to the Guzerat Division of vernacular schools.

Madras. 44. Less would appear to have been effected for founding any advanced system of education in the Madras territories than in the other Presidencies, and my notice of what has been done in these territories must, most probably from the defective materials immediately at

command, be nearly a blank. A scheme of District and Tuhseeldaree schools was projected by Sir Thomas Munro, but as far as I am informed the measure has not been yet attended with any encouraging success. In a paper in my possession which was written in 1835 by Mr. James Prinsep, when a Member of the Education Committee, he observes of the Madras Tuhseeldaree schools—"They are every "where pronounced to be unnecessary; they are quite in-"significant compared with the Native Village School, the "Masters having fixed pay have little stimulus to win pupils, "the children attending are of the poorest class, they remain "merely to acquire the rudiments of reading and writing, "in short the 8,000 a year expended on the Zillah Schools "is dissipated in a transient effort not capable of produc-"ing any benefit; it might I think be much more usefully "employed in preparing permanent books of instruction to "be distributed as gifts or prizes by the public Officers, "who should be instructed to visit and give every encouragement "ment to the Schools and Colleges in their Districts."

45. The Honorable Court in paragraphs 4 to 8 of a dispatch to the Madras Government* of 29th September 1830, conveyed the following, as it seems to me, most just remarks and excellent directions for elevating the scale of instruction within that Presidency. "By the measures "originally contemplated by your Government, no provi-"sion was made for the instruction of any portion of the "natives in the higher branches of knowledge. A further "extension of the elementary education which already "existed, and an improvement of its quality by the multi-"plication and diffusion of useful books in the native "languages, was all that was then aimed at. It was "indeed proposed to establish at the Presidency a Central "school for the education of Teachers, but the Teachers "were to be instructed only in those elementary acquire-

* Appendix to Public Report, pages 510 and 511.

"ments which they were afterwards to teach in the Tuh-
"sildaree and Collectorate schools." "The improvements
"in education, however, which most effectually contribute
"to elevate the moral and intellectual condition of a peo-
"ple are those which concern the education of the higher
"classes of the persons possessing leisure and natural in-
"fluence over the minds of their countrymen. *By raising
"the standard of instruction among these classes you would
"eventually produce a much greater and more beneficial
"change in the ideas and feelings of the community than you
"can hope to produce by acting directly on the more numer-
"ous class*." "You are moreover acquainted with our anx-
"ious desire to have at our disposal a body of natives
"qualified by their habits and acquirements to take a larger
"share and occupy higher situations in the civil administra-
"tion of their country than has hitherto been the practice
"under our Indian Governments. The measures for na-
"tive education which have as yet been adopted or planned
"at your Presidency have had no tendency to produce
"such persons." "Measures have been adopted by the
"Supreme Government for placing within the reach of the
"higher classes of natives under the Presidency of Bengal
"instruction in the English language, and in European
"literature and science. These measures have been at-
"tended with a degree of success which considering the
"short time during which they have been in operation, is
"in the highest degree satisfactory, and justifies the most
"sanguine hopes with respect to the practicability of
"spreading useful knowledge among the natives of India,
"and diffusing among them the ideas and sentiments pre-
"valent in civilized Europe." "We are desirous that
"similar measures should be adopted at your Presidency."

46. I have not learned,—but as I have said, it may probably be only from my imperfect knowledge of facts,—that any practical result has up to this time followed from the declaration of these wise and benevolent views.

(Sd.) J. R. COLVIN, *Private Secretary.*

APPENDIX C.

TABLES REFERRED TO IN PARAGRAPH 33 OF THE NOTES BY J. R. COLVIN, Esq. ON EDUCATION.

List of Government Schools in the Mahrathee Districts.

	NAMES.	Number of Boys in each School.	Total. Number.
	TRAVELLING INSPECTOR RAMCHUNDRA SHASTRU.		
6 Schools.	Poona, ...	60	
	Ditto, ...	78	
	Ditto, ...	90	
	Ditto, ...	110	
	Ditto, ...	47	
	Ditto, ...	76	461
11 Schools.	Tullaygaon, ...	93	
	Panbul, ...	68	
	Saswar, ...	65	
	Soopah,.........	25	
	Otoor, ...	65	
	Kowas, ...	22	
	Sholapore, ...	96	
	Bouser, ...	60	
	Mahre,...............	0	
	Mohol, ...	0	
	Indápore, ...	93	587
3 Schools.	Ahmednuggur,......	85	
	Ditto, ...	94	
	Ditto, ...	72	
20	Carried over,......	....	1299

NAMES.		Number of Boys in each School.	Total. Number.
20 Schools.	Brought over,...	....	1299
13 Schools	Nassick, ...	76	
	Trimbuck,............	72	
	Sungumnair,....... .	76	
	Akole, ...	83	
	Kootoola, ...	60	
	Yeola, ...	114	
	Sheogaon, ...	75	
	Dharwar, ...	137	
	Oobly, ...	0	
	Belgaum, ...	66	
	Bagulkote,........ ...	0	
	Dhoolia,...............	62	
	Dhurungaum, ...	45	
			866
2 Schools.	Ruttnagherry, ...	125	
	Ditto, ...	80	
			205
11 Schools	Chiploon, ...	91	
	Rajapoor, ...	41	
	Dhabole, ...	40	
	Gohaghur,...........	111	
	Mooroodh, ...	0	
	Tannah,..............	0	
	Chairbanah, ...	0	
	Cullian, ...	85	
	Bassein,...............	73	
	Nargole, ...	0	
	Panwell, ...	62	
			503
46 Schools Total.	Total,......	....	2873

APPENDIX D.

List of Government Schools in the District of Goojerat.

NAMES.		Number of Boys in each School.	TOTAL.
TRAVELLING INSPECTOR RUNCHOREDOSS GIRDHURDASS.			
2 Schools.	Soorat, ...	79	
	Ditto, ...	86	
			165
2 Schools.	Broach, ...	125	
	Ditto, ...	102	
			227
1 School.	Khaira, ...		79
1 School.	Nuriad, ...		91
2 Schools.	Ahmedabad, ...	60	
	Ditto, ...	83	
			143
10 Schools.	Dholka, ...	26	
	Oolpar, ...	51	
	Chicklee, ...	40	
	Balsar, ...	37	
	Mola, ...	61	
	Unkleswar, ...	36	
	Jumbooseer, ...	32	
	Purantej, ...	25	
	Veerumgaum, ...	44	
	Dhumdookah, ...	30	
	Carried over, ...	382	

	NAMES.	Number of Boys in each School.	TOTAL.
18 Schools.	Brought over, ...	382	
12 Schools.	Gogah, ...	48	
	Mahodut, ...	55	
	Meemoodabad,......	14	
	Oomroth, ...	53	
	Ruppudwunj, ...	75	
	Anrode, ...	51	
	Bugwada, ...	41	
	Naigole, ...	40	
	Rajkote, ...	82	
	Mantur, ...	70	
	Julalpoor, ...	34	
	Kudode,...	25	
			970
30 Schools.	Total,......	....	1675

APPENDIX M.

Depository List of the Bombay Native Education Society's Works.

MURATHEE.	Copies remaining on the 1st January 1839	Price of each Copy		
Beejah Gunnet, or Elements of Algebra, translated from the works of Doctor Hutton and Bonnycastle by Lieut.-Col. G. Jervis, late Secretary to the Society,...	95	3	0	0
Kurtuvya Bhoomittee, or Practical Geometry, translated from the course compiled by Colonel Pasley, of the Royal Engineers, by Ditto ditto, ...	250	5	0	0
Logarithms, Tables of, by Ditto Ditto, ...	1437	0	4	0
Triconamitter, or a treatise on Plane Trigonometry and Mensurations of Heights and Distances, with Tables of Logarithmetic Lines, Tangents, &c. by Ditto,........................	235	2	0	0
Shickshamalla, a course of Mathematics, 1st volume, by Ditto,...	883	2	8	0
Ditto, 2d volume, by Ditto, ...	146	10	8	0
Adikarun Bhoomittee, or Elements of Geometry, translated from ditto, Hutton's Course of Mathematics, by Ditto,........	418	3	0	0

MURATHEE.	Copies remaining on the 1st January 1839	Price of each Copy		
Bodh Kutha, translated from Taruchund Dutt's Pleasing Tales, by Sadasew Cassinath Chutray, late Native Secretary to the Society, ...	917	0	8	0
Bodh Vuchun, or Advice to Children in short sentences, by Ditto, ...	327	0	8	0
Æsop Neeti Kutha, or Æsop's Fables, by Ditto, ...	710	3	0	0
Pall Mittra, or a selection from Berguin's Children's Friend, 1st volume, by Ditto, ...	712	3	8	0
Ditto ditto, 2d volume, by Lieutenant F. Graslord, ...	620	4	0	0
Leepeedhara, containing the Alphabet, Combined Letters and a collection of Words from one to five Syllables, by Pundits in the service of the Society, ...	1158	0	6	0
Vurnmalla, or School Tables, according to the Lancasterian System of Education, by Ditto, ...	136	12	0	0
Maharashtra Kosh, or a Murathee Dictionary for the use of the Natives, by Ditto,.......	271	18	0	0
Supplement to Murathee Dictionary, by Ditto, ...	434	2	0	0
Punchopakhyan, ...	1020	0	0	0

MURATHEE.	Copies remaining on the 1st January 1839	Price of each Copy.		
Shalla Pudhutee, a Treatise on the Management of Schools according to Lancasterian System of Education, by Major J. Molesworth, a late Member of the Committee, ...	244	0	2	0
Shilpavidiya, or Treatise on Mechanics of the Library of Useful Knowledge, by Mr. W. Jrell,	208	0	0	0
Murathee Bukhur, or Grant Duff's History of the Marathees, translated by Major D. Capon, ...	774	6	0	0
Kitta, or Specimens of Bolbodh and Mooree Characters, ...	641	0	1	0
Sarah Sangraha, Pinnock's Catechism of General Knowledge, by Ball Gungadhur Shastree, Esq., Honorary Native Secretary, ...	434	0	8	0
Mathematical Geography of the Library of Useful Knowledge, by Ditto, ...	374	0	12	0
Ball Viakurun, a little Grammar, by Ditto, ...	930	0	3	0
England Deshachee Bukhur, or History of England, translated by the European and Native Secretaries of the Society, ...	717	5	0	0
Ditto, 2d volume, ditto, ...	839	6	0	0

MURATHEE.	Copies remaining on the 1st January 1839.	Price of each Copy.		
Bhoogole, or Dialogues on Geography and Astronomy, by Mr. W. B. Mainwaring and Ramchunder Shastree,	430	4	0	0
Pudarth Viduan, or Conversations on Natural Philosophy, by Hurry Kessowjee, a Member of the Translating Committee,	321	6	0	0
Conversations on Chemistry, by Ditto,	412	16	0	0
Ball Ghoshtee,	48	0	6	0
Missur Deshachee Vrittant Kutha, or History of Ancient Egyptians,	412	0	8	0
Punchung, or Almanack, by Captain R. Shortrede, a Member of the Translating Committee for 1836,	95	1	0	0
Kshtraphul Ghunphul, or Mensurations of Planes and Solids,	991	0	12	0
England Deschachee Vurnun, or England Delineated, by Nana Nurayen,	952	1	0	0
Gungadhur's Grammar,	981	0	10	0
Dadoba's Ditto,	6	3	0	0
Neeti Kutha,	456	0	4	0
Ball Oopdesh,	987	0	3	0
Ankh Leepee, or Numeration Tables,	913	0	4	0
Bhoogole Vidiyah, or little Geography,	953	0	3	0

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MURATHEE.				
Hurry Kessowjee's History of England, ...	48	3	0	0
Atlas, containing 9 Maps, by Dadoba Pandoorung and Nunna Narrayen,....................	963	1	8	0
Jagti Jot, ...	195	0	4	0
Wat Sarachi Goshta, ...	195	0	3	0
Dialogues on the means of improving the conditions of the People, ...	195	0	2	0
The History of the Medes and Persians, ...	395	0	4	0
Ditto of Assyrians and Babylonians, ...	395	0	4	0
Ditto of Athenians, ...	395	0	4	0
GOOJRATHEE.				
Adikarun Bhoomittee, or Elements of Geometry, by Lieutenant Colonel G. Jervis, late Secretary of the Society, ...	163	3	0	0
Gunnit, 1st part, 1st edition, by Ditto,................................	31	2	8	0
Ditto, 1st part, 2d edition, by Ditto, ...	784	2	4	0
Ditto, 2d part, 1st Ditto, by Ditto,................................	476	2	8	0
Kurtavya Bhoomittee, or Practical Geometry, by Ditto, ...	458	5	0	0

GOOJRATHEE.	Copies remaining on the 1st January 1839	Price of each Copy.		
Triconamittee, or Treatise on the Plane, Trigonometry and Mensuration of Heights and Distances, &c., by Ditto, ...	167	2	0	0
Beeja Gunnit, or Elements of Algebra, Ditto, ...	151	3	0	0
Shickshha Malla, a course of Mathematics, in 2 volumes, by Ditto, ...	691	10	0	0
Ditto, 1st volume, by Ditto, ...	119	4	8	0
Gunnit, Translated from the works of Hutton and Bonnycastle, with Book-keeping, by Ditto, ...	762	4	8	0
Vidyana Oopdesh, a Preliminary Treatise to the Library of Useful Knowledge, translated by Do.,	263	1	8	0
Bodh Vuchun, or Advice to Children, in short sentences, by Pundits in the Service of the Society, 1st edition, ...	255	0	4	0
Ditto, 2d ditto ditto,.	1104	0	8	0
Fables in Banyan Goojrathee, by Ditto, ...	222	0	4	0
Ditto in Parsee ditto, by ditto,...	1253	0	4	0
Leepeedhara, or Spelling, 2d edition, by Ditto, ...	977	0	8	0
Æsop Neeti Kutha, or Æsop's Fables, by Ditto, ...	384	2	0	0
Shallapudhuttee, a Treatise on the management of Schools, by Do.	806	0	12	0

GOOJRATHEE.	Copies remaining on the 1st January 1839	Price of each Copy.		
Bhoogole, or Dialogues on Geography and Astronomy by Ditto,	410	2	8	0
Dodsley's Fables, a selection from, by Kissen Doss Joojuldass, ...	877	0	6	0
Varnmalla, or School Fables, according to Lancasterian System of Education, per set,	300	12	0	0
Puncho Pakhyan,.................	146	3	0	0
Gunnit, Translated from the works of Hutton and Bonnycastle, with Book-keeping in MS., ...	827	3	8	0
Kitta, or specimens of Goojrathee Characters,...............	1889	0	1	0
Balmitra, or Berquin Children's Friend, 1st volume, by Runchore Doss, and Ghirdhurbae Goojrathee Inspectors,.........	1850	2	0	0
Ankh Leepee, or Numeration Tables, by Pundits in the Service of the Society, ...	989	0	4	0
Atlas, containing 9 Maps, by Dadoba Pandoorung and Nana Narayen, ...	996	0	3	0
Ball Viakrun, or little Grammar, by Ditto, ...	991	0	3	0
Bhoogoole Videyah, or little Geography, by Ditto, ...	998	0	3	0
Ball Oopdesh, or Advice to Children, by Ditto, ...	996	0	0	0

	Copies remaining on the 1st January 1839.	Price of each Copy.		
GOOJRATHEE.				
Kshtraphul Ghunphul, or Mensuration of Plane and Solids, by Ditto, ...	1000	0	12	0
PERSIAN.				
Unwan Sohili, ...	153	10	0	0
Dewani Hafiz, ...	195	4	0	0
Yusoof Wa Zuleekha of Jami,	108	4	0	0
Insha, ...	100	8	0	0
Lumsden's Persian Grammar, 2 vols.	6	10	0	0
Ressaleh Tahfeeluth Tukfeef, ...	7	1	0	0
Table, exhibiting in one connected view the Sub-Division and Measures of Nouns, &c.	31	5	0	0
Tareekhi Negaristan, ...	192	5	0	0
Meerati Sekundri, ...	171	8	0	0
Tareekhi Ferishta, in 2 volumes,	425	25	0	0
Goolistan of Sadi, ...	672	3	0	0
HINDOOSTANEE.				
Jamee Ool Hickayat, ...	246	3	0	0
Gilchrist's Oriental Linguist, ...	17	1	0	0
Map of the Globe, ...	26	5	0	0
Tytler's Elements of General History, translated by Lewis DaCosta, Esq., Calcutta, for the Society, in 3 volumes, ...	501	7	0	0
Taleem Numu, containing Moral Sentences and Tales; Rules of Arithmetic; Grammatical				

	Copies remaining on the 1st January 1839	Price of each Copy.		
HINDOOSTANEE.				
Rules; Forms of Letters; Deeds, &c. volume 1st, by Mahomed Ibrahim Mukba, Esq. a Member of the Society,......	1119	0	12	6
Ditto ditto, 2d volume, Ditto do.	1161	0	12	6
ENGLISH.				
Borradaile's Report, in 2 vols.	129	15	0	0
Adam's little Grammar, ...	113	1	0	0
Nicholson's Mathematics, ...	64	10	0	0
Key to Ditto, ...	11	4	0	0
Prefixes and Affixes,...............	83	0	2	0
Questions on the History of England, ...	937	0	5	0
Questions for General Examination, ...	223	0	3	0
Little Spelling Book, ...		0	6	6
Mill's British India, in 6 vols. russia, ...	47	31	4	0
Gibbon's Rome, in 8 ditto ditto,	3	37	8	0
Grant Duff's History of the Marathas. in 3 ditto, ...	9	18	12	0
Murray's Grammar, in 2 vols.	78	15	10	0
Anacharsis' Travels, in 7 volumes, with Plates, ...	6	34	6	0
Bingley's Useful Knowledge, in 3 volumes,........................	11	12	8	0
Pinnock's America, 1st part, ...	56	0	8	0
Tables of Weights and Measures,	257	0	1	0
Account of India,..................	254	1	0	0
Etymological Manual, ...	399	0	3	0

	Copies remaining on the 1st January 1839.	Price of each Copy.		
ENGLISH.				
Joyce's Arithmetic, ...	352	2	0	0
Guy's Geography, ...	26	2	5	0
Key to Joyce's Arithmetic, ...	24	1	8	0
Abercrombie on the Intellectual power, ...	17	6	6	0
Ditto on the Moral Feelings, ...	25	1	4	0
Milton's Poems, ...	17	4	2	0
Abridgement of the History of England, ...	500	1	1	0
Sequel to little Spelling Book,	500	0	8	6
McCulloch's Grammar, ...	195	0	15	0
Ditto Series of Lessons in Prose and Verse, ...	250	1	8	6
SUNSKRIT.				
Colebrooke's Grammar, ...	39	5	0	0
Forster's Essays, ...	24	10	0	0
Gungadhur's Umercosh, ...	3	6	8	0
ARABIC.				
Futavi Humadi, ...	64	5	0	0
Tujnees ool Loogaut, ...	102	0	4	0
Bailie's Arabic Tables, ...	11	1	0	0
Lockett's Muit Amil, ...	20	3	0	0
Lumsden's Grammar, ...	22	10	0	0
Muckamat ool Hureeree, ...	10	10	0	0
Shumsayah, ...	8	1	0	0
Tulkhees, ...	5	1	0	0

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MURATHEE AND ENGLISH.				
Kennedy's Dictionary, ...	391	6	0	0
Stevenson's Principles of English Grammar, ...	1740	4	0	0
Murray's Grammar by Rugoba.	30	2	7	0
MISCELLANEOUS.				
Map of the World in English and Nagree Characters, ...	63	1	0	0
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Ditto ditto Dictionary,............	16	5	0	0
Taloola Khan's Turkish Grammar, ...	11	3	0	0
Boutan Dictionary, ...	11	5	0	0

No. II.

No. 1035.

To The Right Honorable
GEORGE, EARL OF AUCKLAND, G. C. B.,
Governor General of India in Council.

My Lord,

We have the honor to acknowledge the receipt of your Lordship's Minute on Native Education dated Delhee, the 24th of November 1839, enclosed to our Secretary in a letter from Mr. Prinsep dated the 8th of January 1840, and also a letter from Mr. Secretary Bushby dated 15th July 1840, relating to the College at Delhee.

2. In your Lordship's Minute most of the questions regarding the best means of promoting Education amongst the Natives of India are considered, and we are required to give our more immediate attention to the following subjects.

I. To the employment of the funds which have been assigned to each Oriental Seminary exclusively on instruction in, or in connexion with, that Seminary.

II. To the sum that may be necessary to supply any deficiency, that such an employment of these funds might cause, in the general income at the disposal of the General Committee of Public Instruction.

III. To the rendering the highest instruction efficient, in a certain number of Central Colleges, rather than employing our funds in the extension of the plan of providing Ordinary Zillah Schools.

IV. To the establishment of pecuniary Scholarships for Meritorious Students, by allowing, in some form Scholarships of that description to the Central Colleges, to which the best of the Zillah Scholars may be eligible.

V. To the preparation of a definite scheme of the several sets of books wanted for instruction through the Vernacular languages in the Seminaries of Ordinary Education, and by what means, and at what estimated cost, these books could be prepared and printed.

VI. The other subjects of importance, to which our attention has also been called: —are the application of the funds granted to the School Society; the Local inspection of Colleges; the Institution of Lectures on Jurisprudence, Ethics, and Political Economy; the preparation of a Manual of legal instruction; the printing of Oriental works; and the proper use of the School Libraries.

3. In order to give full effect to the spirit of your Lordship's Minute, namely, that "a principle of wise liberality not stinting any object which can reasonably be recommended, but granting a measured and discriminating encouragement to all, is likely to command general acquiescence, and to obliterate, it may be hoped, the recollection of the acrimony which has been so prejudicial to the public weal, in the course of past proceedings." We have found it necessary to enter into a careful investigation of the state of all the Institutions under our charge, and we now proceed to state those changes which we consider

necessary to give full effect to the above sentiments of your Lordship.

4. The changes which we consider necessary to place the Oriental Colleges which have had separate funds assigned to them, and the Seminaries connected with them in an efficient state, are as follows :

SANSCRIT AND HINDOO COLLEGES, CALCUTTA.

5. The superintendence which these Colleges have enjoyed does not render it necessary to make any considerable changes in these Institutions, beyond increasing the Salaries of the Principal, of certain Pundits, and of one or two of the Masters; and to provide the services of a Lecturer on the Principles of Jurisprudence and Political Economy.

SANSCRIT COLLEGE.

		Present.			Proposed.		
Allowance, ... 2000	Secretary,.........	100	0	0	100	0	0
	Assistant, ...	50	0	0	50	0	0
	9 Pundits, ...	637	5	4	720	0	0
	Natural Philosophy Teacher,...	80	0	0	90	0	0
	Establishment, ...	142	10	8	154	0	0
	Stipends, ...	290	10	8	0	0	0
	Prizes, ...	100	0	0	12	8	0
	Books and Contingencies, ...	20	0	0	20	0	0
	Scholarships,....	0	0	0	328	0	0

HINDOO COLLEGE.

		Present,			Proposed.		
Schooling,...... 1340	Principal, ...	550	0	0	600	0	0
	Lecturer on Law,	0	0	0	360	0	0
The School Society pay for 30 Boys, 160	Ditto on Mathematics, ...	300	0	0	300	0	0
	Ditto on Chemistry, ...	150	0	0	150	0	0
	Surveying Master,	106	0	0	106	0	0
	Drawing ditto, ...	50	0	0	50	0	0
Paid by the College Fund,... 415	13 English Masters,...............	1980	0	0	1995	0	0
	Maulavie, ...	40	0	0	40	0	0
	Pundits, ...	60	0	0	60	0	0
	Establishment, ...	353	0	0	353	0	0
	Books and Contingencies, ...	340	0	0	340	0	0
Balance paid out of the General Fund,... 2259	Stipends, ...	170	0	0	0	0	0
	Scholarships, ...	0	0	0	328	0	0
	House Rent for Head Master,...	120	0	0	120	0	0
	Prizes, ...	90	0	0	90	0	0
Co.'s Rs. 6229		5732	10	8	6229	0	0

CALCUTTA MADRASSA.

6. We consider it necessary to recommend the following increase of the Salaries of the Moulavies and Masters in order to place them on an equality with those of other like Institutions.

MADRASSA—ARABIC DEPARTMENT.

		Present.			Proposed.		
Allowance,... 2666	Secretary, ...	320	0	0	320	0	0
	Superintendent, ..	138	10	8	200	0	0
	8 Moulavies, ...	687	10	8	790	0	0
	Professor of Regulations, ...	106	10	8	125	0	0
	Librarian, ...	34	2	1	35	0	0
	Khuteeb, ...	21	5	4	25	0	0
	Mowazin, ...	16	0	0	16	0	0
	Pension, ...	163	0	0	0	0	0
	Prizes, ...	70	0	0	12	8	0
	Stipends, ...	121	9	6	0	0	0
	Scholarships, ...	0	0	0	328	0	0
	Establishment, ...	107	0	0	118	0	0
	Contingent Charges, ...	32	0	0	32	0	0

ENGLISH DEPARTMENT.

		Present.			Proposed.		
	Head Master, ...	263	5	4	300	0	0
	2d Ditto, ...	156	10	8	200	0	0
	3d Ditto, ...	40	0	0	80	0	0
	Bengalee Teacher,	40	0	0	40	0	0
	Prizes, ...	25	0	0	12	8	0
	Librarian, ...	10	0	0	20	0	0
	Servants, ...	14	0	0	14	0	0
	Scholarships, ...	0	0	0	188	0	0
Balance paid from General Fund,... 222	Books and Contingencies, ...	32	0	0	32	0	0
Co.'s Rs. 2888		2404	0	11	2888	0	0

DELHEE COLLEGE.

7. We have deferred stating our sentiments on this important Institution in order to have the opinions of our President, and of Mr. Colvin, who had both carefully examined the state of this College, at our request.

8. The following are the changes we propose for placing the Delhee Oriental College, in an efficient state; and at the same time for perpetuating the memory of its generous and philanthropic Benefactor, the late Nawab Fuzlalee Khan Itamaood Dowleh.

I. With this view the College has been dedicated to him, and a slab of marble has been fixed in a conspicuous part of the College, upon which the name and munificence of the Donor are engraved.

3 at 8...24	0	0	
2 at 30...60	0	0	
1 at 40...40	0	0	
124	0	0	

II. We propose that the following pecuniary Scholarships be instituted and called the Scholarships of Nawab Itamaood Dowleh. These Scholarships will be in addition to those allowed to all our Oriental Colleges.

III. From local enquiries we think it probable that the services of an able Moulavie may be procured for a Salary of 100 Rupees a month; and we recommend a second of the Shea sect, of approved respectability and learning, be appointed by Nawab Hamid Alee, the representative of the late Nawab Itamaood Dowleh. We beg leave also to propose the Nawab as a permanent Member of the Local Committee, for conducting the affairs of the Delhee College.

IV. We propose an increased rate of allowance for the Arabic and Persian Teachers, so as to ensure a superior class of instructors, with such additions as are necessary to constitute the Delhee College, an efficient institution for Mahoummedan learning.

	Monthly Income.				Monthly Expences. Present.			Monthly Expences. Proposed.		
Escheat Fund, ...	250	0	0	Head Arabic Teacher Shea, ...	0	0	0	100	0	0
Interest on 1,70,000	604	0	0	Ditto, ... Soonee, ...	50	0	0	100	0	0
				2d Ditto, ...	40	0	0	80	0	0
				3d Ditto, ...	25	0	0	60	0	0
				4th Ditto, ...	0	0	0	50	0	0
				5th Ditto, ...	0	0	0	45	0	0
				Head Persian Teacher, ...	30	0	0	60	0	0
				2d Ditto, ...	30	0	0	30	0	0
				3d Ditto, ...	20	0	0	20	0	0
				Head Sanscrit Teacher, ...	50	0	0	80	0	0
				Assistant, ...	0	0	0	16	0	0
				Arithmetician, ...	10	0	0	16	0	0
				Writing Master, ...	20	0	0	16	0	0
				Establishment, ...	87	0	0	70	0	0
				Stipends, ...	240	0	0	0	0	0
				Prizes, ...	33	0	0	12	8	0
				Books and Contingencies, ...	16	0	0	16	0	0
				Scholarships, ...	0	0	0	3[illegible]8	0	0
				Nawab Itamaood Dowleh's Scholarship, ...	0	0	0	124	0	0
Co.'s Rs.	854	0	0	Carried forward Co.'s Rs.	661	0	0	1223	8	0

V. We consider it necessary to appoint a Principal who shall exercise a general supervision over the Mahomedan College, as well as to direct the English Institution, and that there be one set of accounts kept for both the College and Institution, and that the Principal act as Secretary.

VI. We are of opinion, after a careful examination of the different candidates, that Mr. Boutros, at present a Deputy Collector in Behar, possesses the character and acquirements necessary for our purpose; by his intimate knowledge of European Literature and Science, together with a competent knowledge of the Oriental Languages.

VII. After a careful consideration of the subject we are of opinion that it is unnecessary to retain the services of Mr. Taylor; whether we think fit to recommend him to the favorable consideration of Government for the services he has rendered, will much depend on the answers we receive to enquiries we are now making.

VIII. We have much pleasure in proposing Mr. J. Thomason, of the Civil Service, as a Gentleman peculiarly well qualified to superintend the Oriental Colleges of the North Western Provinces, and we have communicated with the Hon'ble the Lieut. Governor of the North Western Provinces on the subject, in order to give full effect to the Resolutions of your Lordship in Council communicated in Mr. Bushby's letter dated 15th July last.

ENGLISH COLLEGE.

9. The changes we have to propose in this College are—

I. The appointment of a Principal, to be connected with both Institutions as above stated, who shall be competent to instruct the Senior Classes in Literature and Science.

II. To increase the pay of the head and other Masters, and to examine and appoint them to the new situations as required.

The monthly expences of this College will then be as follows.

	Monthly Income.		Monthly Expences. Present.	Monthly Expences. Proposed.
Brought forward,	854 0 0	Secretary and Superintendent,	300 0 0	0 0 0
		Principal and Secretary L. C.,	0 0 0	600 0 0
		Head Master,	200 0 0	400 0 0
		2d Ditto,	110 0 0	150 0 0
		3d Ditto,	0 0 0	120 0 0
		Head Master L. School,	60 0 0	150 0 0
		2d Ditto,	20 0 0	80 0 0
		3d Ditto,	20 0 0	50 0 0
		Writing Master,	30 0 0	30 0 0
		Librarian,	10 0 0	10 0 0
		Vernacular Teacher,	20 0 0	60 0 0
		2d Ditto,	0 0 0	40 0 0
		3d Ditto,	0 0 0	30 0 0
		Establishment,	40 0 0	36 0 0
		Stipends,	20 0 0	0 0 0
		Prizes,	25 0 0	72 8 0
		Books and Contingencies,	20 0 0	20 0 0
		Scholarships,	0 0 0	328 0 0
		House Rent,	40 0 0	0 0 0
			915 0 0	2116 8 0
Balance to be paid out of the General Fund,	2486 0 0	Brought forward Arabic College,	661 0 0	1223 8 0
Total Co.'s Rs.	3340 0 0	Total Co.'s Rs.	1576 0 0	3340 0 0

III. We propose that the Institution be removed to a more convenient situation, and the necessary building be constructed as soon as possible.

AGRA COLLEGE.

10. The first subject for consideration in order to put this College on an efficient footing was the appointment of a Principal, and we recommend Mr. Middleton, of the Hindoo College, for the situation.

11. Some of the native teachers we find are considered unqualified to teach, from possessing a very imperfect knowledge of the English language; we therefore require that they undergo an examination before they are appointed to situations in the College, under the new arrangements. The Salaries proposed for the Masters and Establishment are given below.

12. In order that the Sanscrit and Arabic Departments be put on a more efficient footing we propose the annexed list of Salaries; and as we believe teaching the Persian language will be gratefully accepted by the Mahommedan population, we propose that these classes be restored.

	Monthly income.		Monthly Expences, Present.	Monthly Expences, Proposed.
Village Collections,	1000 0 0	Principal,	0 0 0	600 0 0
Interest on Surplus Fund,	622 0 0	Head Master,	400 0 0	400 0 0
		2d Ditto,	70 0 0	250 0 0
		3d Ditto,	0 0 0	100 0 0
		Head Master Lower School,	150 0 0	150 0 0
		2d Ditto,	30 0 0	50 0 0
		Prizes,	33 0 0	25 0 0
		Writing Master,	40 0 0	40 0 0
		14 Proposed Scholarships,	0 0 0	328 0 0
		Librarian,	10 0 0	10 0 0
		Head Arabic Teacher,	20 0 0	100 0 0
		Assistant,	0 0 0	20 0 0
		Persian Teacher,	0 0 0	60 0 0
		Assistant,	0 0 0	20 0 0
		Oordoo ditto, (No. 2),	53 2 0	85 0 0
		Hindee ditto, (No. 4),	117 14 0	140 0 0
		Sanscrit ditto (No. 2),	51 10 0	76 0 0
		Geographical Ditto,	14 2 6	0 0 0
		Establishment,	48 0 0	48 0 0
		Stipends,	130 0 0	0 0 0
		Books and Contingencies	20 0 0	20 0 0
		28 Scholarships, Oriental,	0 0 0	328 0 0
Balance to be paid out of the General Fund,	1228 0 0			
Total Co.'s Rs...	2850 0 0	Total Co.'s Rs. ...	1187 12 6	2850 0 0

BENARES COLLEGE

13. We have not succeeded in procuring a Principal for this College possessed of a knowledge of the Sanscrit Language, with the required familiarity with English Literature and European Science. Until the services of such a person can be secured we propose that one of the Members of the Local Committee be requested to act as Secretary, and that the Governor General's Agent be appointed visitor, and that he report periodically on the progress of the College. These arrangements will separate the Sanscrit College from that subordination to Mr. Nicholls, the Head Master of the English Institution at Benares, to which objection may probably be felt.

14. We also propose that Captain Marshall, now on leave at Darjeeling, be instructed by the Government to visit and examine into the character and acquirements of the Pundits at present belonging to the Benares College, and forward to us a report on the subject; with any remarks on the accompanying list of Salaries which he may consider necessary, in order to put the College on the most efficient footing. We are informed that the restoration of the Persian classes will afford much satisfaction to the residents of Benares; and we propose that they be re-established with the Salaries stated in the margin.

1 Mowlovie	50	0	0
1 Assistant	20	0	0
Total Rs	70	0	0

ENGLISH INSTITUTION.

15. We find it necessary to recommend the removal of this Institution into the City of Benares, and to form the present building situated in the civil station into a Branch School.

16. The different salaries of the Masters of the Institution will not differ from those of the other Colleges, and with the Branch Schools. They shew a balance of 16,320

a year against the fund assigned to the Benares College, as per annexed list.

	Monthly Income.				Amount of Monthly Expences.											
					Present.			Increase.			Decrease.			Proposed.		
Monthly Allowance,	1701	0	0	**Benares Sanscrit College.**												
Interest on Sa. Rs. 1,35,000,	472	0	0	Secretary,	100	0	0	0	0	0	100	0	0	0	0	0
				Assistant,	0	0	0	50	0	0	0	0	0	50	0	0
				Professor I Grammar,	75	0	0	0	0	0	15	0	0	60	0	0
				Ditto II. Ditto.	16	0	0	16	0	0	0	0	0	32	0	0
				Ditto III. Ditto.	40	0	0	0	0	0	0	0	0	40	0	0
				Ditto IV. Ditto,	15	0	0	0	0	0	15	0	0	0	0	0
				Ditto Poetry Class,	60	0	0	20	0	0	0	0	0	80	0	0
				Ditto Vedanta ditto,	60	0	0	20	0	0	0	0	0	80	0	0
				Ditto Logic ditto,	60	0	0	30	0	0	0	0	0	90	0	0
				Ditto Sankhia ditto,	60	0	0	20	0	0	0	0	0	80	0	0
				Ditto Law ditto,	80	0	0	0	0	0	0	0	0	80	0	0
				Ditto Astronomy do.	60	0	0	20	0	0	0	0	0	80	0	0
				Assistant.	32	0	0	0	0	0	0	0	0	32	0	0
				Ditto Arithmetic and Natural Philosophy,	0	0	0	60	0	0	0	0	0	60	0	0
				Librarian,	50	0	0	0	0	0	0	0	0	50	0	0
				Persian Department												
				1 Moulavee,	0	0	0	50	0	0	0	0	0	50	0	0
				Assistant,	0	0	0	20	0	0	0	0	0	20	0	0
				English Writer.	30	0	0	2	0	0	0	0	0	32	0	0
				Hindee ditto,	7	0	0	[illegible]	0	0	0	0	0	16	0	0
				Servants.												
				4 Peons,	17	0	0	0	0	0	0	0	0	17	0	0
				1 Bell-keeper,	5	0	0	0	0	0	0	0	0	5	0	0
Carried over	2173	0	0	Carried over	[illegible]	0	0	331	0	0	130	0	0	965	0	0

	Monthly Income.		Amount of Monthly Expences. Present	Increase.	Decrease.	Proposed.	Total.
Brought over,...	2173 0 0	Brought over... ..	767 0 0	331 0 0	130 0 0	968 0 0	
		2 Furrashes	7 0 0	0 0 0	0 0 0	7 0 0	
		2 Water Bearers, ...	8 0 0	0 0 0	0 0 0	8 0 0	
		Sweeper, ...	2 0 0	0 0 0	0 0 0	2 0 0	
		2 Pensions 30 and 20, ...	50 0 0	0 0 0	50 0 0	0 0 0	
		53 Stipendiary Students, ...	173 0 0	0 0 0	173 0 0	0 0 0	
		House Rent,..................	50 0 0	0 0 0	50 0 0	0 0 0	
		Prizes, ...	40 0 0	0 0 0	27 8 0	12 8 0	
		Books and Contingencies,......	20 0 0	0 0 0	0 0 0	20 0 0	
		28 Scholarships, ...	0 0 0	328 0 0	0 0 0	328 0 0	
			1117 0 0	659 0 0	430 8 0	1345 8 0	1345 8 0
		English Seminary.					
		Principal,..........	0 0 0	600 0 0	0 0 0	600 0 0	
		Head Master, ...	300 0 0	100 0 0	0 0 0	400 0 0	
		2d Ditto, ...	114 0 0	36 0 0	0 0 0	150 0 0	
		3d Ditto, ...	25 0 0	75 0 0	0 0 0	100 0 0	
		4th Ditto,........................	20 0 0	30 0 0	0 0 0	50 0 0	
		1 Oordoo Teacher, ...	25 0 0	25 0 0	0 0 0	50 0 0	
		1 Hindee Ditto,...	25 0 0	25 0 0	0 0 0	50 0 0	
		Assistant, ...	0 0 0	25 0 0	0 0 0	25 0 0	
		Servants					
		2 Peons at 4, ...	8 0 0	0 0 0	0 0 0	8 0 0	
		2 Chokedars at 4, ...	8 0 0	0 0 0	0 0 0	8 0 0	
		1 Farrash, ...	4 0 0	0 0 0	0 0 0	4 0 0	
		1 Water Bearer,..................	5 0 0	0 0 0	0 0 0	5 0 0	
		1 Sweeper, ...	3 0 0	0 0 0	0 0 0	3 0 0	
Carried over, ...	2173 0 0	Carried over......	537 0 0	916 0 0	0 0 0	1453 0 0	1345 8 0

	Monthly Income		Amount of Monthly Expences				Total.
			Present.	Increase.	Decrease.	Proposed.	
Brought over,.........	2173 0 0	Brought over,..	537 0 0	916 0 0	0 0 0	1453 0 0	1845 8 0
		Prizes, ...	25 0 0	0 0 0	12 8 0	12 8 0	
		Books and Contingencies.......	20 0 0	0 0 0	0 0 0	20 0 0	
		14 Scholarships, ...	0 0 0	328 0 0	0 0 0	328 0 0	
			582 0 0	1244 0 0	12 8 0	1813 8 0	1813 8 0
		Branch School.					
		Head Master, ...	0 0 0	150 0 0	0 0 0	150 0 0	
		2d Ditto, ...	0 0 0	80 0 0	0 0 0	80 0 0	
		3d Ditto, ...	0 0 0	50 0 0	0 0 0	50 0 0	
		Vernacular Teacher, ...	0 0 0	50 0 0	0 0 0	50 0 0	
		1 Durwan.	0 0 0	4 0 0	0 0 0	4 0 0	
		1 Water Bearer,..................	0 0 0	4 0 0	0 0 0	4 0 0	
		1 Sweeper, ...	0 0 0	4 0 0	0 0 0	4 0 0	
		Prizes, ...	0 0 0	8 0 0	0 0 0	8 0 0	
		Books and Contingencies.......	0 0 0	16 0 0	0 0 0	16 0 0	
		Scholarship, ...	0 0 0	8 0 0	0 0 0	8 0 0	
Balance from Genl. Fund,...	1360 0 0		0 0 0	374 0 0	0 0 0	374 0 0	374 0 0
Total Co.'s Rs.	3533 0 0	Total Co.'s Rs	....	....	....	....	3533 0 0

COLLEGE OF MOHAMMUD MOHSIN HOOGHLY.

17. We have carefully examined into the condition of this College, in order to find out if any part of the expence could be diminished, so as to bring it within its income. We have made some small reductions in the College, but we find the income inadequate to the purpose intended, more particularly as we consider it necessary to increase the expence of the College in its other departments, to put it in a condition similar to our other institutions, with reference to the great number of Scholars who attend it, and to answer that call for education which has been so marked at Hooghly. We have lately introduced the pay system in this College, and we already collect nearly four hundred rupees a month from this source, which may be considered as a proof of the desire of the inhabitants to avail themselves of the opportunity of acquiring an English Education.

18. We subjoin the present and proposed salaries of Masters which will shew what is necessary to put it in an effective condition.

	Monthly Income.		Monthly Expenses. Present.	Monthly Expenses. Proposed.
Interest of Trust Fund, ...	3443 0 0	Principal, ...	600 0 0	600 0 0
		Professor, ...	0 0 0	500 0 0
One Ninth Share of the Trust Estate,	500 0 0	Head Master, ...	300 0 0	400 0 0
		2d Ditto, ...	200 0 0	300 0 0
Schooling, ...	300 0 0	3d Ditto, ...	150 0 0	240 0 0
Do. Branch School,	100 0 0	4th Ditto, ...	100 0 0	150 0 0
		Section A........	80 0 0	80 0 0
		Head Master Lower School, ...	150 0 0	200 0 0
		11 Under Masters, ...	396 0 0	680 0 0
		Drawing Master, ...	10 0 0	20 0 0
		Head Anglo-Persian Department, ...	100 0 0	100 0 0
		Assistant, ...	30 0 0	0 0 0
		9 Bengalee Teachers, ...	220 0 0	242 0 0
		Librarians, ...	50 0 0	60 0 0
		Scholarships, ...	0 0 0	328 0 0
		Establishment, ...	120 0 0	116 0 0
		Prizes, ...	80 0 0	25 0 0
		Books and Contingencies, ...	55 0 0	40 0 0
		14 Arabic Teachers, ...	1340 0 0	1400 0 0
		2 Hukeems, ...	70 0 0	0 0 0
		Writing Master and Librarian, ...	45 0 0	60 0 0
		Scholarships, ...	0 0 0	328 0 0
		2 Ditto Mohammud Mohsin, ...	0 0 0	160 0 0
		Prizes, ...	86 0 0	25 0 0
		Books and Contingencies	25 0 0	40 0 0
Balance to be paid out of the General Fund.		Branch School, ...	420 0 0	624 0 0
	2400 0 0	Infant School, ...	105 0 0	12[illegible] 0 0
Co.'s Rupees.	67[illegible]3 0 0	Co.'s Rs.	4732 0 0	6743 0 0

DACCA COLLEGE.

19. The central position of this city, and the size and progress of the School, have impressed upon us the expediency of forming it into a College, and appointing a Principal with the necessary Masters and Pundits. This will involve an increased annual expence of Rs. 13,764-0-0. We at the same time beg leave to state to your Lordship that the increase to the salaries, and the appointment of new Masters will only take place when the advanced progress of the College may satisfy us that a higher class of Instructors may be employed with advantage. Every care will also be taken to secure the services of competent persons.

20. We have had before us applications from different quarters asking us for assistance to certain established Schools. Among these we find that the Schools at Jaunpore and Burisaul are in a prosperous condition. The residents wish to place them, and the Local funds under our charge; but we have declined the offer, as the enlargement of the Central Colleges and Schools now under our charge will alone require a large addition to our present funds. We have promised our assistance in occasional supplies of Books, &c. and, in bestowing a Junior Scholarship in one of the Central Colleges to the most distinguished students of these Schools, who have afforded us a proof of sufficient capacity.

21. For a like reason we propose the abolition of the Chaprah and Arrah Schools as doing little good, and affording little prospect of any considerable improvement: At the same time we propose that the School at Patna be increased in efficiency by appointing other Masters on a liberal allowance; which will entail on us an additional annual expence of Rupees 1616 a year. This arrangement will, it is

Expence of Arrah School,	100
Ditto of Chaprah Ditto,	210
Patna present Expence,	490
	800
Ditto proposed Expences,	934
Increase	14[illegible]

hoped, eventually lead to Patna being formed into a College for the Province of Behar.

A like desire to centralize our Schools has induced us to propose the abolition of the School at Hashingabad, and to increase the efficiency of the Schools at Jubbulpore and Saugor.

22. We regret being obliged to recommend to your Lordship in Council the removal of Ram Kishen Rao, from his present appointment as Superintendent of the Saugor Vernacular School; in consequence of the absence of the necessary qualifications for instructing the Scholars in their more advanced studies, from the jealousy with which he is regarded by his countrymen, and from the fact of his having lost caste, followed by the loss of his authority. In consequence of his having fallen thus into discredit among his countrymen, and not having fulfilled those expectations which we at one time had formed of him, the school has suffered very much; and we consider his removal absolutely necessary for its improvement.

23. The only other change we contemplate is the removal of the Pooree School to Cuttack, the capital of the district, and where an earnest desire for English education exists. An urgent application has been made to us by the Commissioner, and as the School at Pooree offers little prospect of improvement we beg leave to propose that the annual sum of rupees 2000 be allowed for the new School at Cuttack, beyond what was allowed to the Pooree School.

24. The improvement of the Institutions under our supervision required a careful examination of the detailed statements of all of them, and we have had the benefit of the remarks of our President, who carefully examined and reported on each of seven Schools, and three Colleges, during late visit to North Western Provinces; and of

Mr. Colvin, who had also visited many of our Schools and Colleges in the Upper Provinces.

25. From these sources we are of opinion that the sums assigned in the margin yearly will be required for placing our different Schools and Colleges in that state of efficiency conformable to the views of your Lordship in Council, and which we consider to be so necessary for the ultimate success of our measures.

4 Principals at 600 Rs. a month, ...		28 800
2 Professor at 500 and 300 ditto ...		9,600
Masters,	Increase, ...	43,8[illegible]2
	New, ...	2[illegible],812
Moulavies & Pundits,	Increase, ...	13,406
	New, ...	13,341
Servants, ...		4 912
Other charges, ...		765
		2 40 471

26. We expect to be able to procure the services of gentlemen for giving courses of Lectures in Ethics, Political Economy, and Jurisprudence in the Hindoo College. Our other Institutions are scarcely yet prepared for instruction in these studies. To meet the expected demand for such superior instructors, as we expect the proposed institution of the scholarships will create, we have written home, and expect two superior young men as Professors for our Colleges.

27. In order, however, to raise up an efficient class of Masters in this country we proposed the appointment of ten youths of approved character and qualifications, to form a Normal Class to be attached to the Hindoo College, where they would be employed in teaching, under the eye of an experienced Master, and attend the lectures of the Professors during a part of the day. We trust by this means to be able to give them an opportunity to improve themselves in general knowledge, and at the same time to acquire the art of teaching, which is so essential in a School Master.

This proposal will, however, it is believed, be rendered unnecessary in consequence of the proposed Scholarships affording us the prospective services of superior young-men; many of whom will be ready to enter our Schools and Colleges, from the encouragement we shall be able to hold out to them of advancement.

28. Until such young men be ready to enter into the duties of Masters, we propose to appoint one or more supernumerary Masters to the Hindoo, Hooghly, and eventually to other Colleges, to improve themselves in the higher branches of learning; and the Superintendent of the Department is directed to give them instruction as to the manner of performing their duties as teachers. These supernumerary Masters must have undergone a satisfactory examination before their appointment, when they are required to sign an agreement to remain in the service of the Committee during a period of five years. Their salary is 60 rupees a month. Two such youths have been appointed to the Hindoo, and two to the Hooghly Colleges, and have afforded satisfaction, and promise to become most useful Masters.

29. This appears to us the most simple mode of obtaining the services of such youths, as we have found it impossible to retain our Scholars long enough, so as to enable them to pass through a course of College education; but which we hope will not be the case, when the Scholarships are established. We are satisfied of the necessity and importance of this last named measure, and of the great influence it will exert on the spread of Education, and of its ultimate influence on the intellectual improvement of the inhabitants of this country.

30. A careful enquiry has led us to believe that in our English Institutions, eight rupees a month will be sufficient

for the Junior Scholarships; and in order that this allowance may be rendered available, to the most meritorious students of the District Schools, as well as to those of the Central Colleges, we propose that one Junior Scholarship be assigned to be competed for by the pupils of each District School, besides six to the Students of each Central College. This Scholarship will be held for four years, or under particular circumstances, for a longer period.

31. These Junior Scholars, it is expected, will compete with other candidates for the Senior Scholarships, to whom it is proposed to give thirty rupees a month, for the two first; to be increased to forty rupees for the four last years, during which they can hold them. We have proposed these higher allowances as deeming them indispensable in order to induce the holders to remain long enough at our Colleges, to avail themselves of the advantages which they afford; and upon the decided opinion of many of those most competent to form a judgment, both in the Western Provinces and in Calcutta, on the amount necessary for that object, as regards students who have acquired such a facility in the reading and writing of English as would suffice to fit them for most of the ordinary employments of business. As a further inducement we beg leave to suggest that some mark of distinction or scholastic degree be given to those meritorious youths who have passed through the Senior Scholarships with credit, so as to distinguish them in society as men of learning.

32. We propose to attach Scholarships to the following Colleges: the Hindoo, and Sanscrit Colleges; the Calcutta Madressa, and Institution; the College of Mohammud Mohsin; the Benares College and Institution; the Agra College; and the Delhee College and Institution.

33. From the size of the School, the extent of population, and the central position of Dacca, we propose to form it immediately into a Central College; and trust also eventually to be able to recommend Patna for the same distinction.

34. We should propose that Junior and Senior Scholarships, of the same aggregate pecuniary amount, be assigned to the Oriental Schools, in which the Oriental languages are alone studied, and in the Central Colleges in which the Arabic and Sanscrit languages are taught, in the annexed proportions.

Junior	16 @ 8	.. .	128
Senior	8 @ 15	.. .	120
	4 @ 20	......	80
	Total Co.'s Rs.	.	328

We are of opinion that this distribution of pecuniary Scholarships will be sufficient for ensuring the object we have in view, to afford the necessary encouragement to the meritorious Students of the Oriental Institutions in acquiring a superior kind of education.

35. We have endeavoured to assign the standard of attainments which shall render the pupils eligible to the Junior and Senior Scholarships: fixing those for the latter on a high scale. This, however, will require to be modified in different situations, and at different periods, and the Scholarship will be liable to be forfeited, if a proper advancement in knowledge is not exhibited at each yearly examination. These competitions will take place annually before the heads of the Institution, the Local Committee and any other competent persons at the station. It is proposed that lists of questions be sent from our Office, which are to be answered in writing without any assistance, sealed in the presence of the Local Committee, and returned to our Secretary with the names of the Candidates the Local Authorities consider entitled to Scholarships. These exercises will be submitted to a Sub-Committee of our

body, and the names of the successful Candidates forwarded to the Secretary to the Local Committee of the School or College.

26. We have prepared a scheme or standard of acquirements for awarding these Scholarships, the particulars of which we will not trouble your Lordship. Our object has been to ascertain:

I. That the Scholars have an accurate knowledge of the Grammar of the language.

II. An adequate knowledge of translation and composition.

III. An accurate acquaintance with the principles of knowledge; which, in the English classes, will embrace the leading facts of History and Geography.

IV. The principles of Practical Arithmetic.

V. If the Candidate is a pupil of any of the Preparatory or other Schools, he must produce a Certificate of good conduct from the Local Committee, or from a respectable quarter.

VI. For the Senior Scholarships the student is expected to possess an accurate and graceful style of composition; and secondly, an accurate general knowledge of the principles of science and literature. Such a degree of knowledge, if not extensive, must always be accurate.

37. It will be seen from the annexed statement that at our Oriental Institutions, the number of Scholarships will be 98 Junior and 72 Senior; and the number of Scholarships at our English Institutions, inclusive of Preparatory Schools, will be 71 Junior and 52 Senior. The annual value of these Scholarships will be rupees 52,464, supposing all the Scholarships to be filled up; but this will not be the case for some time to come. The probable assignment now required for the Scholarships will be rupees 1683, or 20,196 a year, as given in the margin. The falling in of the stipends, and the sum saved by a reduction in the amount of prizes will diminish the sum to be assigned for the Scholarships; which may be considered eventually to be rupees 34,476.—(See No. I.)

Probable Expence of Scholarships.

Oriental	Junior 98 @ 8,		784	
	72 Senior	8 × 6 = 48 @ 15,	720	
		4 × 6 = 24 @ 20,	480	
Monthly expense of Oriental,				1984
English,	Junior 71 @ 8.		568	
	Senior 52	26 @ 30,	780	
		26 @ 40,	1040	
Monthly Expence of English Scholarships,				2388
Total Monthly,				4372
Yearly,				52464
Deduct the present stipends,			13776	
Ditto Prizes,			4212	
				17988
				34,476

Junior,	71	× 98 = 169	@ 8	1352 = ½	676
Senior, ... 56	26 =		@ 30	780 = ⅓	260
	26 =		@ 40	1040 = ⅓	347
Oriental 72	48 =		@ 15	720 = ⅓	240
	24 =		@ 20	480 = ⅓	160
			Total Rs.,		1683
			Yearly,		20196

38. With reference to the School Society, we called upon Mr. Hare for a report on its present state, including an account of its funds and expences. This has been furnished to us, up to the end of the past year. From this report we find that although the grant of Sicca Rupees five hundred has been diverted from its original object, of

improving the indigenous schools kept by private individuals, it has been most usefully employed in educating a certain number of Students in the Hindoo College; and in supporting a large and flourishing Preparatory School in the neighbourhood, which has been of much use to the Hindoo and Medical Colleges. We therefore propose to continue to appropriate the assignment as at present, while Mr. Hare is connected with the School; and that he be required to furnish us with periodical reports on its state and prospects. When Mr. Hare discontinues his connexion with the School the assignment may be paid directly to the Committee.

39. In order to promote studious habits in those attending our Institutions we have made arrangements to have periodical returns of the books in our Libraries, and a Register to be kept by the Master of the Class, of the degree of knowledge acquired by the Student after finishing each work. We propose to award to the most deserving Student, who has made the greatest advancement in general knowledge during the year, from the use of the Library books, a Gold Medal to each College, and a Silver Medal to each Preparatory School, at the annual Examination. These Medals will cost rupees one thousand a year: should each seminary produce Students worthy of such a mark of distinction. We annex copy of our Circular on this important subject. (No. 2)

40. We beg to inform your Lordship that we have enquired into the best means of compiling a Manual of Legal Instruction, and find there will be so much difficulty attending its proper execution, that we were pleased to learn that this important work has been committed to the care of the Sudder Dewanee Adawlut. As soon as this useful text book is completed, we shall introduce it into our Colleges, where its want is much felt.

41. In order to direct the exertions of our Masters, in the performance of their duties, our Secretary has drawn out a set of Regulations for all our Schools and Colleges, shewing the time to be devoted to each study, and the books to be employed in each class, from the most elementary to the highest classes in our Colleges. These Regulations are in the first place to be submitted to the Local Committees under us, and to Gentlemen interested in the cause of Education, for their remarks. We shall then compare and digest the whole so as to form a Code for the use of our Schools.

42. In order to give full efficiency to these suggestions, lists of the necessaries for our Schools, and lists of the best English, Oriental, and Vernacular School books have been added to the Regulations, with the order in which they are to be read, and the time to be devoted to the study of each work.

43. We propose to devote Rupees 1200 a year towards the publication of Oriental works, by offering to take a certain number of copies of any of the works used in our Oriental Seminaries on condition that they be edited by a learned native, with the assistance of a Committee; the names of whom will be inserted upon the title page of the work, to secure accuracy. We also propose to write to Egypt for the Arabic works which have been translated from European Scientific works. These we propose either to exchange for the Oriental works in our store, or to purchase.

44. The preparation of Vernacular Class-books has engaged our most serious attention; and in order to acquire the fullest information on the subject we have communicated with the Presidencies of Madras and Bombay, and have collected and examined the works provided for the Calcutta Pathsaulla and other Schools. We agree, however, with your Lordship that the Class-

books for our Schools and Colleges, should in the first place, be compiled in the English language, and that a Committee of Gentlemen, consisting of European and Natives, should be engaged to translate the English Class-books into the Vernacular languages. In order to hasten the fulfilment of our object we have appointed a Sub-Committee of our body to consider the important subject, and to report to us the result of their enquiries. We have also invited the co-operation of Mr. Wilkinson at Bhopal, whose experience and abilities peculiarly qualify him to assist us in maturing a plan for your Lordship's consideration. We shall again have the honor to acquaint your Lordship with the result of our investigations on this important part of our duty.

45. We are compelled with regret to bring to your Lordship's notice the negligent manner in which some of the Members of our Local Committees perform their duties, which has been the cause of the want of success in some of our schools. It is believed that a very general feeling exists among the servants of Government, that such calls upon their time are entirely unconnected with their public duty. Under these circumstances we beg to solicit that your Lordship in Council may be pleased to intimate to your servants that the superintendence of the Government Schools placed under their care is required, and such superintendence should include at least monthly visits to the institution of the place, and attendance on, and the taking part in all examinations.

46. As a further check upon the manner in which our Schools and Colleges are conducted we have already intimated to your Lordship the satisfaction which the appointment of Mr. Thomason has afforded us, as inspector of the Oriental departments of the Agra and Delhee Colleges. And we think that it will be of advantage that the Sanscrit College at Benares should continue to be occasionally visited by a competent Officer from the Presidency, with authority similar to that to be

delegated to Captain Marshall in the deputation which we have suggested in para 14 of this letter.

47. We are also of opinion that if no other qualified Gentlemen can be procured, that the Principals of our Central Colleges be appointed to examine into the state of the Preparatory Schools under them, once a year; and that those Inspectors' report be forwarded to the General Committee, through the Local Committee of the School, as to its state, and to suggest improvements.

48. In conclusion we have the honor to state that we consider, after a careful examination of the state of all the Institutions under our charge, that in addition to the present Lac of Rupees now allowed for Educational purposes, an eventual assignment of one Lac and forty-nine thousand seven hundred and forty rupees will be required from the State; and that at present an assignment of one Lac eleven thousand eight hundred and thirty-five rupees will be required for placing the different Institutions in the condition in which they required to be placed, in their present advanc-

Scholarships.		Whole				Present		
English.	Junior...... 71 @ 8 =	568	0	0	= ½ =	284	0	0
	Senior 62 { 26 @ 30 =	780	0	0	= ⅓ =	260	0	0
	26 @ 40 =	1040	0	0	= ⅓ =	317	0	0
Oriental	Junior..... 98 @ 8 =	784	0	0	= ½ =	392	0	0
	Senior 72 { 48 @ 15 =	720	0	0	= ⅓ =	240	0	0
	24 @ 20 =	480	0	0	= ⅓ =	160	0	0
6 Nawab Itamadood Dowleh's Scholarships at Delhee, ...		124	0	0		124	0	0
2 Mohammad Mohsin's ditto at Hooghly, ...		100	0	0		100	0	0
4 Principals @ 600,		2400	0	0		2400	0	0
2 Professors " 500 and 300		800	0	0		800	0	0
2 New Schools, 1 at Cuttack and 1 at Benares.......		691	0	0		691	0	0
Masters,	New	1460	0	0½		730	0	0
	Increase	3652	10	8½		1826	5	4
Moulavies and Pundits,	New	1112	0	0½		556	0	0
	Increase	1117	3	11½		558	10	0
Increase and additional Servants, ½*		409	5	4		204	10	8
Oriental Translations, ... ½		100	0	0		50	0	0
Gold and Silver Medal Prizes ...		85	0	0		85	0	0
		16423	3	11		9808	10	0
Deduct one half of the present Stipends, ...		....				489	0	0
Balance required per month,						9319	10	0
" or Per year, ...						1,11,835	8	0

* N. B. Half of these are paid by Local Subscriptions.

ed state, to render them effective. and to answer the call of our native subjects to obtain a better education than the Scholastic Institutions of this Presidency at present afford.

We have the honor to be, &c.

(Signed) EDWARD RYAN.
" W. W. BIRD.
" H. T. PRINSEP.
" A. AMOS.
" C. H. CAMERON.
" J. R. COLVIN.
" T. MILLETT.
" G. A. BUSHBY.
" F. J. HALLIDAY.
" J. C. C. SUTHERLAND.
" J. GRANT.
" R. J. H. BIRCH,
" TAHAUR JUNG.
" RUSSOMOY DUTT.
" DWARKANAUTH TAGORE.
" T. A. WISE.

T. A. WISE, *Secretary*.

FORT WILLIAM,
The 30th October, 1840.

No. 1.

List of Colleges and Schools under the General Committee of Public Instruction, to which it is proposed to give Scholarships.

	English.		Oriental.		Total English		Total Oriental.	
	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.
Calcutta, Hindoo College,	6	8	0	0				
Calcutta, Sanscrit College,	0	0	16	12				
Calcutta, Madressa,	6	4	16	12	12	12	32	24
Midnapore,	1	0	0	0				
Pooree or Cuttack,	1	0	0	0				
Arracan, Akyab	1	0	0	0				
Arracan, Ramree,	1	0	0	0				
Moulmein, Tenasserim Provinces, 2 Schools,	2	0	0	0	6	0	0	0
Hooghly College of Mahammad Mohsin,	6	8	16	12				
Hooghly Branch School	1	0	1	0				
Seetapore School,	1	0	1	0				
Jessore,	1	0	0	0	9	8	18	12
Dacca Central College,	6	8	0	0				
Assam,	1	0	0	0				
Boalia,	1	0	0	0				
Denajpore,	1	0	0	0				
Commillah	1	0	0	0				
Chittagong,	1	0	0	0				
Burisal,	1	0	0	0	12	8		
Benares Central College,	6	8	16	12				
Benares Branch School,	1	0	0	0				
Ghazipore,	1	0	0	0				
Juanpore,	1	0	0	0				
Patna,	1	0	0	0				
Bhagulpore,	1	0	0	0				
Allahabad,	1	0	0	0	12	8	16	12
Agra Central College,	6	8	16	12				
Saugor,	1	0	0	0				
Jubbulpore,	1	0	0	0				
Azimghur,	1	0	0	0				
Gorruckpore,	1	0	0	0				
Furruckabad,	1	0	0	0				
Ajmeer,	1	0	0	0	12	[illegible]	16	12
Delhee Central College,	6	8	16	12				
Barreilly,	1	0	0	0				
Meerut,	1	0	0	0	8	8	16	12
Total,	0	0	0	0	71	52	98	72

ABSTRACT.

English, Junior ...71...... @ 8 — 568
English, Senior 26 ...... @ 30 — 780
English, Senior 26...... @ 40 — 1040
— 2388

Oriental, Junior ...98...... @ 8 — 784
Oriental, Senior 48...... @ 15 — 720
Oriental, Senior 24...... @ 20 — 480
— 1984

Monthly...... 4372 | Yearly 52,464 | Present Stipends and Prizes. 17,988 | 34,476

No. 2.

To the Secretary to the Local Committee of Public Instruction.

Circular.

SIR,

I am directed by the General Committee of Public Instruction to inform you that it has been brought to their notice that less facility of access to the works deposited in the Libraries is afforded to the Students of some of the Institutions under their charge, than is requisite by the necessity of imposing such restrictions as may insure valuable books from being injured or lost.

2. It is the desire of the General Committee that every possible encouragement should be afforded to Scholars to consult the Library Books, and thus be led to acquire a habit of study. With this view the Scholars should be encouraged to employ their leisure in studying instructive works at their homes. The knowledge thus acquired should be carefully tested by a private examination held by the Master of the class; and at the end of the year the General Committee will give a prize to the Scholar who is considered by the Local Committee most worthy of such a distinction, by the extent and accuracy of the information thus acquired by voluntary study.

I am, &c.

No. III.

No. 936.

To the General Committee of
Public Instruction.

HON'BLE SIRS AND GENTLEMEN,

General Department. I have received the directions of the Right Honorable the Governor General in Council to acknowledge a letter of your address under date the 30th of October, reporting on the state of Colleges and Schools under your superintendence, and on the measures which you concur in considering requisite and expedient for the promotion of efficient education by means of these Institutions, in accordance with the principles and sentiments recorded in the Minute of the Governor General on the subject of Native Education, dated November 24th, 1839.

2. His Lordship in Council has perused the present Report with very great interest, and satisfaction.

3. The Governor General stated in his Minute, which is the foundation of the Committee's clear and well digested enquiry, the conclusions to which he had brought his mind on the subject of Education in India, with a view to reconciling existing differences of opinion; and with the desire of bringing the Government and the Committee of Public Instruction to an understanding upon the measures which might best be adopted for the general diffusion of learning, due consideration being given to the fair claims,

and to the national and religious feelings, of each of the classes into which the community of this country is divided. Those conclusions have, upon mature deliberation been adopted by the Government, and will form the basis of the measures, to which its sanction is now to be accorded.

4. It was remarked in the Minute referred to, that the insufficiency of the funds assigned to this object was amongst the main causes of the difficulties which had been experienced. Reference was made to the willingness which had been expressed by the authorities at home, to make considerable sacrifices for the attainment of the end in view, and it was anticipated with confidence that an extended and discriminating encouragement to all the most important of our Establishments for the diffusion of instruction and knowledge, would meet with the acquiescence of all.

5. Your address is not only satisfactory as one of concurrent sentiment: it bears also in its whole composition convincing evidence that the topics referred to the Committee have been considered in the spirit which the Government had anxiously desired should exist upon this object, and the Government of India has before it, without reference to controversial questions, in a clear and practicable shape, a scheme for the improvement of our English and Oriental Schools, upon the principles which were proposed for the Committee's consideration.

6. The Committee seem to have fully adopted the proposition, that the ancient Seminaries of Oriental learning, should be amply maintained so long as the community may desire to take advantage of them, and that the funds assigned to each Seminary should, under present circumstances, be exclusively employed in instruction in,

or in connection with, that Seminary; and for giving in these institutions a prominent encouragement to Oriental learning.

You have further recommended greatly improved establishments and increases of Salary, at most of the Colleges, with appointments of Principals, and new Professors at some of them; and you have warmly adopted the proposition for the institution of Scholarships at the Hindoo, Sanscrit, and Madressa Colleges at Calcutta, and at the English and Oriental Colleges at Hooghly, Benares, Agra, and Delhi, and presently at Dacca, and eventually perhaps at Patna.

7. The consideration of improvement of the existing Village Schools has been, as was indeed recommended by his Lordship, for the present postponed—and the primary advantage is mainly pursued of making efficient the highest system of instruction in our Central Colleges, with the further object of connecting the Zillah Schools with those Colleges and of attaching Scholarships to them, to which the best of the Zillah Students should be eligible, and by which a stimulus may be given to the ablest amongst them.

8. The Governor General in Council observes upon the distribution of Scholarships in paragraph 30 of the Committee's Report, that it is proposed to assign one of the junior Scholarships of the Central College to each of the Zillah Schools, and besides this, six junior Scholarships to the pupils of each Central College. But it seems that no provision is made for throwing open any one of these Scholarships to Students who have been otherwise educated than at one of the Government Schools, and his Lordship in Council is not satisfied that this arrangement is the best that can be made. He thinks that it would be of advantage to the general

interests of education, if for some of the proposed junior Scholarships a free competition were invited, such as would operate as an extended encouragement to merit and give a stimulus to emulation, and be a just and useful test of the efficiency of the Government Establishments. His Lordship in Council earnestly desires the Committee to reconsider this point.

9. The Summary appended to the Report of the Committee comes to the conclusion, that to put our Schools and Colleges upon the footing proposed, an annual increased expenditure of not less than 1,49,740 Rs. will ultimately be required, and at an earlier period though only in gradual proportions of Rs. 1,11,835-8.

10. The calculations of expense in the Governor General's former Minute referred only to the cost of restoring the appropriations of the Oriental Colleges, and not to all the further plans of improvement which this Report embraces. But after a careful review of the particulars of the estimates, His Lordship in Council sees reason to be satisfied, that they have been prepared with every practicable regard to economy He holds the institution of Scholarships to be absolutely essential to the whole scheme of improvement, and considering that their distribution may best be left to the experience and judgment of the Committee, he is willing to give his sanction to the scale which has been recommended, being of opinion that the total amount is not greater than the object properly requires.

11. The Committee have decided upon giving fewer Scholarships in number, though higher in average, while not greater in total amount, to the English than to the Oriental Colleges upon the ground that from the facility with which a young man of fair attainment and promise in

European accomplishment, can find remunerative employment in official and commercial establishments a high stipend is absolutely necessary to retain him in the prosecution of a more advanced than the common rate of study, and that such is not the case with Oriental acquirements. This may probably be necessary at present, and His Lordship in Council acquiesces in the proposition of the Committee. But the state of our Indian society is daily undergoing change, and the scheme is always open to prospective correction.

12. The extra Scholarships given to the Delhee Madrissa are due to it in justice, and are not of heavy amount —but some hesitation is felt in regard to the items providing at much expense for the appointment of Principals and new Professors, and for increased charges on account of Masters and Establishments. The Governor General in Council is well aware of the necessity which exists for improved superintendence over nearly every one of our Colleges in the Mofussil, but the difficulty has heretofore been thought to consist rather in procuring any where highly qualified agents in this country, than in the amount of salary which might be allotted to the offices of Principal and School-master. At the same time the exclusive employment of the time of the Principal in the duties of instruction and superintendence at the Colleges is, doubtless, as the Governor General's own observation has satisfied him, most important to the efficiency of all our leading institutions, and no question can well be raised on the propriety of the recommendations which are submitted, founded upon this principle. The Committee write with confidence of their ability to engage in India, or to bring from England, persons highly qualified; and His Lordship in Council would only enjoin you to be most cautious in making these appointments, and to bear in mind that it would be better that they should for a time be left open, or

remain upon their present footing than that they be unworthy, or even otherwise than eminently filled. The Governor General in Council on this subject, to which he attaches great importance, places full reliance on the Committee, and he has every reason to think highly of the Gentlemen named for Agra and for Delhee.

13. Assuming that, at the cost proposed, all the ends in view can be attained, the last question is whether these ends are of such importance as to justify the Government in incurring the annual charge required of rather more than one lakh of Rupees immediately, and eventually of nearly one lakh and a half.

The Governor General in Council is of opinion that they are so. The establishment of a sound, liberal and comprehensive system of national education in India is indispensable to the maintenance of good will amongst the various religious sections of the community, and indispensable also to the advancement of India in improvement and good government It is not in the quality of our administration, at least in its higher parts, that we are, most faulty--but it is in its quantity, and in the absence of those qualifications in our Secondary Officers of Justice and Revenue, which command respect and confidence—and give a just claim to promotion to more responsible employments, and this deficiency cannot be supplied otherwise than by such institutions as those which the Committee have had under review, and in which not only are morals and knowledge to be taught, but in which also a well directed emulation is to be promoted, and even in early life a just valuation of public character.

14. The first ambition of our Students will, no doubt, be, that of gaining through these Schools admission to official appointments and a rise by gradation from the

Zillah to the Central College, and from the Scholarship to Revenue Offices, or to the subordinate Judicial Branch. But if the scheme be successful, as the Governor General in Council trusts and earnestly desires that it may be, it should have a far wider, and though slow in operation, a most beneficial effect upon the social condition of this country.

15. Not to speculate upon the results which might follow its adoption, His Lordship in Council esteems the measure to be one of such infinite importance, that, notwithstanding the very considerable increase of expence which it involves, he is yet willing to authorise that increase, for the purpose of laying foundation of a scheme of amelioration, from which results so beneficial may reasonably be expected. He is aware that in the feeling which leads him to adopt this resolution, he will have the cordial concurrence and support of the Hon'ble the Court of Directors, by whose expressed wishes and opinion, he has mainly sought to guide himself in the general views on which his measures in respect to public education have been founded.

16. The Governor General in Council will accordingly be prepared eventually to meet the requisitions of the Committee for assigning to them additional sums to the extent specified in paragraph 9 of this letter for the purpose of carrying into effect the augmentations and alterations of system recommended in their Report, and the Committee are requested now and at convenient intervals, to submit a Statement of the sums actually required by them for their monthly expenditure—when the necessary Orders will be issued accordingly to the Financial Officers on the subject.

17. I am directed now to reply to the details of your letter of the 80th of October on which the observations and orders of the Government may be called for.

Para. 5. Committee's Report Sanscrit and Hindoo Colleges, Calcutta.
Para. 6. Calcutta Madressa.

18. These additions proposed to be made to the Sanscrit and Hindoo Colleges, and to the Madressa of Calcutta are approved and sanctioned.

Paras. 7 and 8 of ditto Delhee College.

19. The changes proposed to be made in the Oriental College at Delhee have already received the general confirmation of the Governor General in Council, as communicated to you in my letter of the 15th of July last.

Clauses V. and VI, para. 8, Clause I. para 9.

20. The Governor General in Council is pleased to approve the Committee's nomination of Mr. Boutros to be Principal of the Delhee Oriental College and English Institution, to instruct the senior Classes of the latter in Literature and Science, and to act as Secretary to the Local Committee.

Clause VII.

21. His Lordship in Council concurs also in the opinion of the Committee that it will be unnecessary to retain the services of Mr. Taylor in connection with Education at Delhee.

Clause VIII

22. The Committee have named a fully competent and most eligible Officer in Mr. J. Thomason to superintendent the Oriental Colleges of the North Western Provinces, and His Lordship in Council trusts that the Hon'ble the Lieutenant Governor will be able to acquiesce in the application of the Committee for the deputation of that gentleman to give full effect at the Delhee Oriental College to the Resolutions conveyed to the Committee in my letter before referred to respecting the reformation of this College.

Clause III. para 9.

23. It is proposed that the English Institution be removed to a more convenient situation, and the necessary building be constructed as soon as possible—the proposition is approved.

Paras 10 and 11 Agra College.

24. The Governor General in Council authorizes the appointment of Mr. Middleton, of the Hindoo College, to the situation of Principal of the Agra College, and concurs in the Committee's intention to require the Native Teachers to undergo an examination before they are appointed to situations in the College under the new arrangement.

In respect to all appointments of Principals and Teachers, His Lordship in Council enjoins as strict and constant attention to the caution and conditions stated in para. 12 of this letter.

Para. 11.

25. Agreeably to the principles on which the Committee of Public Instruction are proceeding, the restoration of the Persian Classes at the Agra College is sanctioned, it being understood that teaching in the Persian Language at the College will be acceptable to the Mahomedan population, and that the Classes will be sufficiently well attended to justify the expense.

Paras, 13 and 14 Benares College.

26. The Governor General in Council for the reason assigned in para. 13 of your Report sanction the separation of Mr. Nicholls, the Head Master of the English Institution at Benares, from the Sanscrit College; and there can be no objection to the duties of Secretary to the Local Committee being performed by one of the Members until a Principal can be procured possessed of a knowledge of the Sanscrit Language, and with the

requisite attainments in English Literature and European Science, for that office.

27. The Committee's suggestion that the Lieutenant Governor's Agent at Benares be appointed visitor of the Sanscrit College, and that he be required to report, upon the examinations conducted by competent persons, to the General Committee of Public Instruction periodically on the progress of this College, is considered judicious; and a communication to that effect will be made to that Officer through the Agra Government.

28. Captain Marshall will be desired to visit the Benares College for the purpose of examining into the character and acquirements of the present Pundits, and to report respecting them, as well as the existing scale of their salaries with reference to the thorough efficiency of the educational Establishment in the Oriental Department that is contemplated by the Committee, and His Lordship in Council would suggest that one of the most qualified and experienced teachers connected with the Sanscrit College of Calcutta should be associated with him for the purpose. In the spirit of these proceedings His Lordship in Council adopts the recommendation of the Committee to restore the Persian Classes in deference to the feeling of the residents of Benares described in the 14th paragraph of your Report in favor of Persian tuition, and the salaries of 50 Rupees for a Moulvee and 20 Rupees for an Assistant, are, accordingly, sanctioned.

Para. 15
English Institution.

29. The removal of the English Institution into the City of Benares and the appropriation of the present building situated in the Civil Station to a branch School will, doubtless, be attended with advantageous consequences.

Para 17
College of Mohammad Mohsin at Hooghly.

30. The intentions of Committee respecting changes in the College at Hooghly, founded by the endowment of Hajee Mohammad Mohşin, require no particular remarks. The introduction of the pay system in the Institution is satisfactory, and the income from the pay Students evinces the desire of the inhabitants in and about Hooghly to benefit by an English education.

Para 19
Dacca College.

31. His Lordship in Council fully admits the claims of the City of Dacca to a College Institution, with the appointments and complement of Teachers on that scale; and there is no hesitation. under the assurance of the Committee, "that the increase to these salaries and the appointment of new Masters will only take place when the advanced progress of the College may satisfy the Committee that a higher Class of Instructors may be employed with advantage," and that "every care will also be taken to secure the services of competent persons," in sanctioning the formation of the existing School into a College, and the attendant increase of Rs. 13,731 to the annual expense.

Paras 20 and 21.
Monthly
Increase,............... 134
Annual 1608

32. The aid which the Committee propose to afford to the Schools at Jaunpore and Burisaul is reasonable: and the increase to the Patna, School by the appointment of other Masters on a more liberal allowance, the Schools at Chaprah and Arrah which are doing little good, and not promising any considerable improvement being at the same time abolished, is a proper experiment, with a view eventually of forming the Patna School into a Provincial College.

33. The Committee have no doubt upon good grounds determined to discontinue their School at Hossingabad, and, with the means that will thus be set free, to increase the efficiency of the Schools of Jubbulpore and Saugor.

Para. 22. The removal of Rao Kishen Rao, from the appointment of Superintendent of Saugor Vernacular Schools seems to be unavoidable under the circumstances stated in para. 22 of your letter.

Para. 23. 34. The transfer of the Pooree School, with an addition of about 2000 Rupees (annually) to Cuttack; where, it is stated that an earnest desire will be found for English education, has the approbation and the sanction of the Government.

Paras 24 to 37. Scholarships. 35. I have in a preceding paragraph communicated the observations of His Lordship in Council respecting the Committee's Plan of Scholarships. The terms and the tests of qualification for these distinctions suggested by the Committee in paras. 24 to 37 of their letter, appear generally well adapted to the attainment of the most beneficial results.

36. It is recommended in para. 31 of your letter as a further encouragement, that some mark of distinction or scholastic degree be conferred on those meritorious youths who have passed through the Senior Scholarships with credit, so as to distinguish them in society as men of learning. This proposition may be reserved for consideration hereafter when its practical adoption may appear to be desirable with reference to the circumstances and feelings of Indian society.

Para. 38. School Society. 37. The Governor General in Council will not disturb the appropriation of

the allowance of 500 Rs. monthly drawn from Government on account of the School Society, when Mr. Hare continues to be connected with the Preparatory School near the Hindoo College, to the maintenance of which it is principally applied. Mr. Hare will be required by the Committee to make periodical reports on the state and prospects of the Preparatory School, and when his connection with it ceases the disbursement will come more directly under the supervision of the Committee of Public Instruction, to whom the assignment, as you suggest, will then be transferred.

Para 39. Library Reading.

38. The award of Gold and Silver Medals for knowledge acquired in the Libraries of the Colleges and Schools by voluntary study, referred to in para. 39 of the Committee's Report will have a good effect, and the suggestion is entirely approved.

Para 40 Manual of Legal Instruction
" 41. Regulations for the Govt. Institutions
" 42. Necessaries for the Schools
" 43 Oriental Works.
" 44. Vernacular Class Books.

39. These paragraphs do not call for any present remarks from His Lordship in Council, further than that I am directed to express his approbation of the Committee's Proceedings therein reported, and to observe that he awaits with anxiety the further report of the Committee with regard to the preparation of a complete series of Vernacular Class-Books.

Para 45. Duties of the Members of Local Committees.

40. The Governor General in Council will notify to the servants of the Government in the Provinces, to whom the General Committee looks for the Local Superintendence of the Colleges and

Schools, that an earnest and prominent attention is expected from them to their duties as Members of the Local Committee of Education, including at least monthly visits in due relation to the Institution of the place, and their attendance on, and their taking a part in, all examinations.

Para. 46
Inspectors of Schools and Colleges.

41. Looking to Mr. Secretary Thomason, for a general Superintendence in the North Western Provinces of the Oriental Colleges at Delhee and Agra, with which Officer the General Committee will maintain such direct communication as may seem desirable, without imposing too much correspondence upon him. His Lordship in Council will be ready to provide for a similar Superintendence of the Benares Sanscrit College by the occasional deputation of a competent Gentleman for the purposes stated in paras 14 and 46 of the Committee's letter when it shall appear advisable and a qualified Inspector shall be available. The General Committee will keep this proposition in view, and request the attention of the Government to the subject on suitable occasions

Para. 47.
The Principals of the Colleges to visit and report on the Zillah Schools.

42. The Principals of the Central Colleges may be appointed by the General Committee to examine the Preparatory or Zillah Schools of the Provinces to which they belong at convenient times, and on these visits of inspection they will report to the General Committee through the Local Committee of the School.

43. I am directed in conclusion to express the warm acknowledgments of the Right Hon'ble the Governor General in Council to the Honorable President and the Members of the General Committee of Public

Instruction, for the valuable review of the existing Collegiate and Scholastic Establishments of this Presidency, and for the new scheme of organization presented in the several important suggestions above noticed.

44. His Lordship in Council is of opinion that it will be advantageous to print your Report of the 30th October with the documents necessary for its elucidation, and the present orders of the Government in reply The Committee are requested to undertake the printing of the Papers, and to forward 50 copies to this Department.

I have the honor to be,

Hon'ble Sirs and Gentlemen,

Your most obedient Servant,

(Signed) G. A. BUSHBY,

Secy. to the Govt. of India.

COUNCIL CHAMBER,
The 16th December, 1840.

No. IV.

Copy of a Despatch from the Honorable the Court of Directors, dated the 20th January 1841, on the subject of Native Education.

PUBLIC DEPARTMENT.

No. 1 of 1841.

OUR GOVERNOR GENERAL OF INDIA IN COUNCIL.

India Public Letter dated 30th Sept., No. 29, 1837
P. 1 to 8
18th Jan., No. 2, 1837.
P. 67 to 71
1st March No. 5 1837.
P. 101 to 107
12th Feb., No. 5, 1838.
P. 34
19th Nov., No. 36, 1838
6th March, No. 5, 1839.
12th Oct., No. 33
Gov. Genl.'s Lr., dated 13th Dec., No. 2, 1839

Para. 1. We now reply to the Letters of the dates noted in the margin, which relate to the general arrangements respecting Native Education.

2. It will be our endeavor to express our opinions and orders upon this important subject in the briefest possible terms, purposely abstaining from any examination into the controversy to which it gave rise.

3. In reference not only to the desire which has been manifested by numerous and respectable bodies of both Mohammedans and Hindoos, but also to more general considerations, it is our firm conviction that the Funds assigned to each Native College or Oriental Seminary, should be employed exclusively on instruction in, or in connexion with, that College or Seminary, giving a

decided preference within those Institutions to the promotion, in the first instance, of perfect efficiency in Oriental instruction.

4. We have already sanctioned the disbursement of 6,000 Rupees a year, through the Asiatic Society of Bengal, for the expense of printing the most esteemed works in the literature of the Mohammedans and Hindoos, and we authorize you to give such further encouragement as you may think desirable, to similar works, or to translations into the Native Languages, or to any works designed for educational purposes.

5. It is our opinion that a just consideration for the circumstances of the Students requires that Scholarships should be attached to the Oriental Seminaries in proportion to their endowments, such Scholarships to be invariably bestowed as rewards for merit, and to last for a sufficient term to enable the Student to acquire the highest attainments of which the collegiate course admits, but the continuance of them for any part of the term, to be always dependent upon continued industry and good conduct, and we direct you to instruct the Committee of Public Instruction to act upon this principle.

6. We consider it essential that the Native Colleges should be placed under European Superintendance of the most respectable description, both as to station and attainments.

7. It is by no means our intention that the arrangement now authorized for restoring to its original object the Funds appropriated to each Oriental Institution, should interrupt the measures in progress for the dissemination of European knowledge, whether by translations into the Vernacular tongues, or, by means of the English

language. On the contrary we cordially subscribe to one of the principal declarations of the Resolution of 7th March 1835, that "it should be the great object of the "British Government to promote European Science and "Literature amongst the Natives of India," and have no hesitation in sanctioning it, as a general principle for the conduct of our Indian Governments.

8. We are aware that the opinions which we have now expressed, favorable on the one hand to the application of the Funds belonging to the Native Colleges or Seminaries, for Oriental instruction in the first instance, and, on the other hand to the diffusion of European instruction, involve an increase of expense to the State. To this we are prepared to submit, concurring as we must do in the opinion which our Governor General has expressed of the insufficiency of the funds hitherto allotted to the purposes of public instruction in India. You have therefore our authority to make up any deficiency in the income now at the disposal of the General Committee which may be occasioned by restoring the allowances of the several Oriental Colleges to the purposes for which they were originally made.

9. We forbear at present from expressing an opinion regarding the most efficient mode of communicating and disseminating European knowledge. Experience indeed does not yet warrant the adoption of any exclusive system. We wish a fair trial to be given to the experiment of engrafting European knowledge on the studies of the existing learned classes, encouraged as it will be by giving to the Seminaries in which those studies are prosecuted, the aid of able and efficient European Superintendance. At the same time we authorize you to give all suitable encouragement to translations of European works into the Vernacular languages, and also to provide for the

compilation of a proper series of Vernacular class-books according to the plan which Lord Auckland has proposed.

10. Lord Auckland's suggestion to connect the Provincial Schools with a Central College, so that the ablest Scholars of the former may be transferred to the latter, for the purpose of securing superior instruction, seems very judicious, and we shall be prepared to sanction the grant of a sufficient number of Scholarships for that purpose. We also entirely concur in His Lordship's proposal to render the *highest* instruction efficient in a certain number of Central Colleges, in preference to extending the means of *inferior* instruction, by adding to the number of Ordinary Zillah Schools.

11. You will have observed from this despatch that we very generally concur in the view taken by our Governor General of this interesting and important subject The remarks of His Lordship upon the reference made to him of Mr. Adam's propositions will be noticed in a separate letter, as well a variety of details which at different times you have communicated to us regarding Native Education.

We are, &c.,

(Sd.) W. B. BAYLEY.
„ GEORGE LYALL.
„ H. LINDSAY.
„ JOHN SHEPHERD.
„ W. H. SYKES.
„ P. VANS AGNEW.
„ J. P. MUSPRATT.

(Sd.) F. WARDEN.
„ J. THORNHILL.
„ RUSSELL ELLICE.
„ J. L. LUSHINGTON.
„ HENRY WILLOCK.
„ A. GALLOWAY.

LONDON,
20th January, 1841.

(True Copy,)

C. A. BUSHBY,
Secy. to Govt. of India.

No. V.

GENERAL ORDERS BY THE RIGHT HONORABLE THE PRESIDENT IN COUNCIL.

FORT WILLIAM, 12TH AUGUST.

Government having resolved, in the General Department, to sanction the formation of a Secondary School in connection with the Medical College of Calcutta for the instruction of Native Doctors for the Military and Civil branches of the Service, the following rules relating to admission to the School and to the terms of service which have been established by the Hon'ble the President in Council are published for general information, and will take effect from the 1st of October 1839.

1st. The School will be thrown open for the admission of any persons desirous of acquiring Medical knowledge, as well as for the instruction of those who enter the institution under the engagements and terms of service hereinafter specified.

2d. To the first of these classes of persons the subjoined rules do not apply, it being understood that such persons resort to the Institution in order to qualify themselves for eventually undertaking private practice in the Medical profession.

3d. The class of students intended for the subordinate Medical Service under Government is to consist of not more than fifty persons, admissible on the 1st of October 1839, and in the following and every subsequent year respectively twenty additional pupils are to be admitted.

4th. The qualification required of these students at the time of admission is that they shall be able to read and write the Hindoostanee language, in the Devanagree or Persian character, their capability being certified by any interpreter to a Native Regiment, and further ascertained by examination before the Examiners of the College of Fort William—on receipt of the Reports of the Examiners, the Council of the Medical College will select such as possess the best certificates restricting admission to the numbers of students above specified.

5th. Hindoos and Mahommedans are equally admissible when duly qualified on the sole condition that they be of respectable character. Where qualifications are equal, a preference will be shown to the sons or near relatives of Native Officers, and other respectable persons in the service of Government. Candidates from the provinces of Assam and Arrakan will be specially considered.

6th. The students are to be regularly enlisted as Soldiers, and to be subject to the Articles of War for the Government of the Native Army.

7th. Students are admissible into the Institution at from 16 to 22 years of age, and upon their admission they are to enter into an engagement to serve the Government as Native Doctors, as vacancies may occur, for a period of not less than seven years from the time of their leaving

the Institution in that capacity, unless prevented serving that period by physical inability proved before a Medical Committee and certified accordingly. After a service of seven years they may demand their discharge in time of peace.

8th. From the date of admission into the Institution the students will receive diet money, at the public charge, at the rate of (5) Five Company's Rupees each per mensem, to be continued to them during the period of their abode at the Institution, and to be drawn in Monthly Abstract by the Secretary to the Medical College.

9th. It will at all times be in the power of the Council of the Medical College to discharge any individual student on being satisfied that from dullness, idleness, negligence, or misconduct he is not likely to profit by the instruction given at the Institution, or to become properly qualified for the exercise of the duties for which he is designed.

10th. The students will be required before they obtain admission into the service as Native Doctors to pass an examination before the Professors of the Medical College, upon whose report of their qualification for the public service made through the College Council to the Medical Board, the students will be appointed to the situation of Native Doctors on the occurrence of vacancies in the same manner as Native Doctors have hitherto been appointed.

11th. The pay of Native Doctors on appointment to the service is fixed at (20) Twenty Company's Rupees a month in Garrison or at a Civil Station, and (25) Twenty-

five Company's Rupees a month in the field of which sums (5) Five Rupees are to be considered as batta and deducted when on leave of absence from Corps and Stations.

12th. Although the engagement of Native Doctors to serve in that capacity does not extend beyond seven years, yet in the event of such individual continuing to serve, his allowances will after seven years be advanced to (25) Twenty-five Company's Rupees in Garrison or at a Civil Station, and (30) Thirty Rupees in the Field, provided the Medical Officer under whom such Native Doctors may be serving at the time grant a certificate that the general character and professional conduct of the individual deserve this indulgence. The certificate to be countersigned by the Superintending Surgeon of the Division or Circle.

13th. Pensions will be granted to Native Doctors at the following rates, and under the conditions of service therein specified.

A Native Doctor who from wounds or injuries received on service shall become no longer fit to serve, will be entitled at any period less than fifteen years to an invalid pension of twelve rupees per mensem— after fifteen years to one-half of his field pay if in the Military and of his Garrison pay if in the Civil branch of the service,—after twenty-two years to the whole of his pay, provided that in every case the inability of a Native Doctor to serve, as occasioned by wounds or injuries so received, be duly certified by the usual Medical Committee for invaliding.

14th. A Native Doctor if invalided under ordinary circumstances of inability to perform his duties, will be

entitled at the expiration of fifteen years to a pensionary provision of Ten Rupees per mensem, and after twenty-two years to one-half of his Field or Garrison pay agreeably to the branch of the service in which he is employed.

15th. Native Doctors attached to Civil Stations are liable to serve with the Army when so directed in General Orders, or the same advantages in every respect will thereupon be extended to them when thus serving as to Native Doctors attached to Corps.

The foregoing rules are applicable only to those Native Doctors who may be educated at the Secondary School of the Calcutta Medical College.

GENERAL ORDERS BY THE RIGHT HON'BLE THE GOVERNOR GENERAL OF INDIA IN COUNCIL.

FORT WILLIAM, 20TH JANUARY, 1841.

No. 20 of 1841.—The Right Hon'ble the Governor General of India in Council having been pleased to resolve that the Secondary School established in connection with the Medical College of Calcutta, for the education of Native Doctors, shall be placed under the control of the General Committee of Public Instruction, that Committee is accordingly vested with direct control over the School, in all matters of education, superintendence and discipline; and the powers confided to the Council of the Medical College, in General Orders No. 136, dated 12th

of August 1839, will henceforward be exercised in subordination to the General Committee of Public Instruction.

(Signed) J STUART, *Lt.-Col*,

Secy. to the Govt of India,

Military Department.

No. V.

Abstract of Cash Account of the General Committee of Public Instruction for 1839-40.

	Receipts: Items.			Receipts: Total.			Disbursements.		
Balance of last Account,	0	0	0	8853	2	6	0	0	0
Parliamentary Grant, Receipts for 12 months ending 31st March 1840,	0	0	0	100005	10	0	0	0	0
Government Agent, drawn on account,	0	0	0	57333	5	4	0	0	0
Calcutta Sanscrit College, Receipts for 12 months, and Charges for ditto ending 31st March, 1840,	0	0	0	24669	13	0	18536	4	0
Ditto Hindoo College, Charges for 12 months ending 31st March, 1840,	0	0	0	0	0	0	30567	4	2
Ditto Madressa, Charges for 12 months and Receipts for ditto ending ditto	32000	0	0						
The amount of Surveying Master's Salary for April 1840 (refunded),	53	5	4						
Schooling of Boys realized,	61	0	0						
				32114	5	4	28935	12	2
Ditto Medical College, charges for 12 months ending 31st March, 1840, and Receipts for ditto ending 30th April, 1840,	54550	0	0						
Carried forward,	54550	0	0	229437	4	2	78039	4	4

	Receipts.		Disbursements.
	Items	Total.	
Brought forward, ...	[illegible] 6 0	[illegible] 4 2	75039 4 4
The amount of Fines on Absentees, ...	76 0 0	54826 0 0	61393 1 4
Hooghly College of Mohamud Mohsin, charges for 12 months and Receipts for ditto ending 31st March 1840.	116063 9 5		
Schooling realized from Boys, ...	1796 10 0		
Deposit fee of the Students for books, ...	193 0 0	118059 3 5	120936 6 9
Ditto Branch and Infant Schools, Charges for 12 months and Receipts for ditto ending 31st March 1840, ...	7348 13 11		
Schooling realized from Boys, ...	858 0 0		
Deposit fee of the Students for books	100 0 0	7806 13 11	7291 12 6
Seetapore School, Charges for 8 months ending 31st March 1840 and Receipts on account of Schooling realized from Boys, ...	0 0 0	80 0 0	621 15 6
Jessore School, Charges for 12 months ending 31st March 1840, ...	0 0 0	0 0 0	3151 0 10
Dacca School for ditto ditto, ...	0 0 0	0 0 0	9291 4 0
Commillah School for ditto ditto and Receipts on account value of Books supplied, ...	0 0 0	200 2 0	3971 7 6
Chittagong School for ditto ditto	0 0 0	0 0 0	5916 4 6
Boaliah School for ditto ditto, ...	0 0 0	0 0 0	3612 9 9¾
Denajpore School for ditto ditto, ...	0 0 0	0 0 0	2418 7 0
Pooree School for ditto ditto and Receipts on account part of advance realized from the Head Master, ...	0 0 0	200 0 0	1773 9 0
Midnapore School for ditto ditto and Receipts on account Schooling realized from Boys	387 0 0		

	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Books sold by the Local Committee,	37	8	0	424	8	0	4040	10	5¼
Gowahattee School for ditto ditto and Receipts on account part of advance realized from the 2d Master,	0	0	0	50	6	6	5115	11	4
Aracan, Ramree School for sundry Books, &c	0	0	0	0	0	0	257	7	7¼
Aracan, Akyab School for ditto,	0	0	0	79	14	0	495	8	10½
Moulmein School, Charges for 8 months ending 30th September 1839,	0	0	0	0	0	0	400	0	0
Singapore School for Books,	0	0	0	169	8	0	161	12	0
Patna School Charges for 12 months ending 31st March 1840,	0	0	0	0	0	0	6150	9	0
Bhagulpore Institution for ditto ditto,	0	0	0	0	0	0	3763	9	2¼
Bhagulpore Hill School for ditto ditto and Receipts for ditto,	0	0	0	3000	0	0	2927	13	3
Arrah School Charges for 16 months ending ditto and Receipts on account value of Books supplied,	0	0	0	16	12	0	1601	8	0
Chaprah School, Charges for 12 months ending ditto,	0	0	0	0	0	0	2915	1	3
Benares College for ditto ditto and Receipts for ditto	20413	5	0						
Books sold by the Local Committee,	23	0	0	20436	5	0	13127	5	10
Ditto Seminary for ditto ditto and Receipts on account of Books sold,	0	0	0	35	3	6	7106	9	6
Ghazipore School for ditto ditto,	0	0	0	0	0	0	2578	4	0
Allahabad School for ditto ditto,	0	0	0	0	0	0	7524	11	0
Saugor School for ditto ditto,	0	0	0	0	0	0	4641	14	0
Jubbulpore School for ditto ditto,	0	0	0	0	0	0	1453	7	6
Hasingabad School for ditto ditto and Receipts, the surplus balance in the hands of the Local Committee,	0	0	0	154	3	5	1157	12	0
AzimghurSchool, Charges for 12 months ending 31st March 1840, and Receipts on account of Books supplied by the Committee,	0	0	0	145	6	0	2345	3	6
Goruckpore School, Charges for 10 months ending 30th Nov. 1839,	0	0	0	0	0	0	2000	0	0
Agra College, Charges for 12 months ending 31st March 1840 and Receipts by 21 Drafts on account of Village Collection,	10992	1	1						
Drawn from Government Agent from the College Fund,	14000	0	0						
Carried forward,	24992	1	1	434921	3	5	367982	1	4¾

	Receipts.						Disbursements.		
	Items.			Total.					
Brought forward,	24992	1	1	434021	3	5	367982	1	4½
Half of the Principal's Salary (refunded) by order of Government,	4771	2	8						
Schooling realized from boys,	30	0	0						
Fines on absentees,	26	11	6	29819	15	3	19543	12	1
Delhee College, Charges for 12 months, and Receipts from Escheat Fund for ditto ending 31st March 1840,	0	0	0	3600	0	0	11482	12	6
Ditto Institution for ditto ending 31st March 1840,	0	0	0	0	0	0	7504	0	1
Barrielly School for ditto ditto,	0	0	0	0	0	0	3'48	4	0
Meerut School for ditto ditto; and Receipts on account of Books sold by the Local Committee,	0	0	0	84	4	2	5605	2	8
Ajmeer School for ditto ditto, and Receipts on account of Books sold by the Local Committee,	6	15	0						
Schooling realized from boys,	27	14	0	34	13	0	5434	12	0
Furrackabad School for ditto ditto,	0	0	0	0	0	0	4336	12	0
Committee's Office for ditto ditto; and Receipts on account of salary of Secretary for ditto ditto,	0	0	0	5608	9	11	19557	4	3
Books Depot for ditto ditto and Receipts on account of Books sold,	0	0	0	748	13	5	551	3	0
Sandry Books subscribed to, or bought,	0	0	0	894	4	5	4227	2	1¼
London remittance for Masters,	0	0	0	0	0	0	2796	1	9
Poona College for Books,	0	0	0	300	0	0	300	0	0
Nizamut College for ditto,	0	0	0	210	12	8	5	4	0
Juanpore School,	0	0	0	0	0	0	9	0	0
Rajah of Commillah for a pair of small Globes,	0	0	0	0	0	0	40	0	0
Remuneration to Jagdhyan for Compiling Vijugunita,	0	0	0	0	0	0	300	0	0

Printing,	0	0	0	0	0	0	267	8	0
Political Agent Bhoopal,	0	0	0	0	0	0	61	0	0
Donation of Baboo Dwarkanath Tagore for Medical College Prizes	0	0	0	2000	0	0	475	0	0
" Mr. Muir for Sanscrit Prizes	0	0	0	100	0	0	200	0	0
Balance,	0	0	0	0	0	0	23875	12	5
Company's Rupees,				477722	12	3	477722	12	3

BALANCE SHEET OF 1839-40.

Date	Particulars	Rs.	As.	P.	Date	Particulars	Rs.	As.	P.
1840. April 30.	To Balance due to the Govt Agent,..	4808	7	11	1840 April 30.	By Balance due by the Govt. Notes	[illegible]390	8	11
	,, Ditto ditto Parliamentary Grant	2017777	9	10		,, Ditto ditto Sanscrit College	143768	11	11
	,, Ditto ditto Private Donations, . . .	449740	0	0		,, Ditto ditto Madressa	143102	15	2
	,, Ditto ditto Benares College,.......	148124	14	0		,, Ditto ditto Collector of Bhagulpore,	1941	3	4
	,, Ditto ditto College of Mohammud Mohsin Hooghly, ...	7083	11	11		,, Ditto ditto Resident of Ajmeer,......	9[illegible]1	5	5
	,, Ditto ditto Dwarkannath Tagore's Prize Fund..............	4075	0	0		,, Ditto ditto Chinsurah Schools, ...	102776	10	[illegible]
	,, Ditto ditto Muir's Prize Fund ...	50	0	0		,, Ditto ditto Bhagulpore Hill School,..	44266	11	6
						,, Ditto ditto Rajpootana School	43526	13	3
						,, Ditto ditto Edn Press and Depository,	184207	6	2
						,, Ditto ditto Agra College, ...	38750	14	2
						,, Ditto ditto Hindoo College	378654	14	3
						,, Ditto ditto General Charges,......	182273	7	4
						,, Ditto ditto Delhee College, ...	188400	3	0
						,, Ditto ditto Bhopal School, ...	11[illegible]8	3	8
						,, Ditto ditto Mynpooree School,.....	3[illegible]37	6	5
						,, Ditto ditto Goruckpore School,......	8[illegible]45	6	11
						,, Ditto ditto Purchase of Books and Instruments, ...	62690	5	7¼
						,, Ditto ditto Allahabad School, ...	54143	2	6
						,, Ditto ditto Saugor School.	26742	12	2
						,, Ditto ditto Cawnpore School, ...	24[illegible]3	14	2
						,, Ditto ditto Delhee Institution.	97843	7	8
						,, Ditto ditto Benares Seminary, ...	73[illegible]80	1	8
						,, Ditto ditto Khidderpore and [illegible] School, ...	2133	5	4
						,, Ditto Ditto Sissaram Madressa ...	1162	10	8
						,, Ditto ditto Mirzapore School, ...	314	14	2
						,, Ditto ditto Juanpore School, ...	3095	11	6

	Rs.	As.	P.
Carried forward, ...	2631659	11	8

	Rs.	As.	P.
,, Ditto ditto Thakurdas Mistry, ...	165	5	4
,, Ditto ditto Lucknow School, ...	92	13	1
,, Ditto ditto Hindoo Hospital, ...	7316	11	0
,, Ditto ditto Furruckabad Madressa,...	13374	0	5
,, Ditto ditto Nawab of Bhaulpore,... ..	153	14	1
,, Ditto ditto Midnapore School, ...	8727	2	10½
,, Ditto ditto Pooree School,........	6594	7	10
,, Ditto ditto Raja of Rewah, ...	79	9	7
,, Ditto ditto Patna School	31024	15	4
,, Ditto ditto Ghazeepore School, ...	12522	3	2
,, Ditto ditto Meerut School, ...	27145	15	5
,, Ditto ditto Dacca School, ...	33636	4	4
,, Ditto ditto Gowhattee School,......	23950	5	10
,, Ditto ditto Singapore School, ...	694	0	9
,, Ditto ditto [illegible]pore School, ...	100	12	1
,, Ditto ditto Kotah School,.......	95	3	2
,, Ditto ditto Moulmein School	2101	10	10
,, Ditto ditto Hasingabad School,......	4408	0	10
,, Ditto ditto Jubbulpore school, ...	6683	13	3
,, Ditto ditto Bareilly School, ...	11933	15	6
,, Ditto ditto Ajmeer School, ...	12619	5	11
,, Ditto ditto Furruckabad School	14799	12	2
,, Ditto ditto Bauleah School, ...	11264	0	7¾
,, Ditto ditto Chittagong School	16216	5	2
,, Ditto ditto Medical College, ...	2328	0	2
,, Ditto ditto Subscription to Books, ...	6085	0	0
,, Ditto ditto Translation,....................	960	0	0
,, Ditto ditto Profit and Loss	39	2	9
,, Ditto ditto Bhagulpore Institution, ..	10876	15	11½
Carried forward, ...	2572573	4	9

	Rs.	As.	P.
Brought forward, ...	2631659	11	8
Company's Rupees,......	2631659	11	8

	Rs.	As.	P.
Brought forward, ...	2572573	4	9
By Balance due by the Hon'ble Court of Directors,................	320	13	6
" Ditto ditto Raja Kooch Behar, ...	139	5	8
" Ditto ditto Azimghur School, ...	4998	11	3
" Ditto ditto Commillah School	6105	8	6
" Ditto ditto Jessore School, ...	5626	10	9
" Ditto ditto Arrah School,........... ..	3087	4	4
" Ditto ditto Chaprah School	8795	14	7
" Ditto ditto Dejajpore School,.........	3832	9	2
" Ditto ditto Arrakan School	1394	2	6
" Ditto ditto Political Agent Loodianah,	74	0	0
" Ditto ditto Printing, ...	2157	9	0
" Ditto ditto Seetapoore School	541	15	6
" Ditto ditto London Remittance for Masters,..........................	2796	1	9
" Ditto ditto Remuneration	300	0	0
" Ditto ditto Raja of Comillah, ...	40	0	0
" Ditto Cash in the Bank of Bengal, ...	23875	12	5
Company's Rupees	2631659	11	8

No. VI.

1839-40.

ESSAY ON MORAL COURAGE.

Written without assistance by Dyal Chund Rye, a Student of the 1st Class Hindoo College.

By moral courage, I mean that virtue of our constitution, which enables us to bear all the evils of life, with a most becoming fortitude, which inspires us with a noble resolution to surmount the difficulties and dangers which may lie in the way of some great scheme, or favourite project, and from which we expect to derive some positive definite good. It is this which exalts a man above his circumstances, fortune, and condition ; and in fact raises him above himself. To a man possessed of moral courage, obstacles never appear insuperable, and when they do, he braves them, and by a strenuous exertion of his faculties, finds little difficulty to overcome them. Moral courage is *always* productive of good, *physical courage* seldom, nay it is rather productive of evil ; physical courage *flies* to hazards, moral courage tries to *conquer* them ; a mere physical courage is brutal, rash, and inconsiderate ; moral courage is noble, calm, and deliberate. The one precipitates us into dangers ; the other shields and makes us superior to them :—The one brutalises the mind, the other dignifies it : The former is delighted with the pain and miseries of others, it triumphs over their weaknesses, and when to manifest itself, it will not scruple to take their life. The latter is pleased, and is ever ready to undertake actions which conduce to the general happiness and welfare of society. Let him be surrounded by prejudice, by

error, by superstition, and a host of enemies who are always ready to oppose his measures, and to inveigh against him as their deadliest foe. Will their exclamations and aspersions induce him to lay down his projects? Will he hesitate, stop, and desist? No; unintimidated by menaces, and firm in his resolution, he carries on his bold and great design. He is made the subject of derision; he is persecuted; but nothing can deter him from his purposes. He hears not their cavils and minds not their petty insults. To confirm what I have said above, I need not go any where else for an illustration, for our own country will furnish us with a noble instance of magnanimity and moral heroism. Need I inform my readers, that I allude to that extraordinary man who has done so much honour to our country; whose memory is still venerated by his enlightened countrymen,—I mean the late Rammohun Roy. Actuated by motives truly philanthropic, and offended at the errors and superstitions of his deluded fellow subjects, this great man attempted changes and reformations, which inflamed those for whose good he laboured, with the highest resentment and indignation. He knew what he was doing. He regarded not the scoffs, animadversions, and abuses, which ignorance and superstition heaped upon his head. He answered them only with indifference. He wisely thought that one day, though late, they will find reason to repent of their conduct, and be sensible of his good intentions. This is true heroism. This is moral courage.

I do not think it necessary for me to point out any more instances than the one to which I have already adverted. A reference to history will give us the names of many a man, which it will be tedious to enlarge upon. It will hold forth before our eyes such names as a Socrates, a Regulus, a Cincinnatus, a Luther, and many other personages both of ancient and modern times.

Again, in the present state of our existence, moral courage is of the highest importance, and of the most absolute necessity for the good conduct of life.

In a world, where poverty, ill-fortune, and a thousand other distresses and privations, every day fall to the lot of man, it is of the utmost consequence to possess some degree of moral courage, for our happiness does in a great measure depend on it. Poverty has damped the energies, and depressed the efforts of many a man, but if he were possessed of moral courage, he would try to rise above the condition in which Providence has placed him. He will look upon wealth and indigence, as forming no material difference among men, and will justly think with Pope.—

> "That worth makes the man,
> The want of it, the fellow."

By such reflections as these, he is taught to exult in the midst of poverty, and to glorify the Creator for all the good which he is permitted to enjoy. He regards the condition of others as not much superior to his own. He never repines, never murmurs against the Ordination of Providence, but is rather thankful for it. He justly thinks that indigence is no obstacle to the performance of great, good, and virtuous actions. To promote the happiness and welfare of his fellow creatures, to undertake enterprizes calculated, in an eminent degree, to benefit the public, to cultivate his intellectual faculties. He is thankful for all, even for his penury.

There are many other circumstances in life in which moral courage is essentially necessary. When we are sick, or when it pleases God to visit us with disease or pain, we require some moral heroism to triumph over them, to know in them the hand of Providence, and to

bear them with a becoming fortitude. To face the abuses of the world, "to hear the oppressor's wrong, the proud man's contumely, and the insolence of office," requires also some degree of moral courage, without which we will grow peevish and fretful, and destroy that equilibrium of mind, which is so indispensably requisite to our happiness.

Again, when we are deprived of a tender father, of a beloved mother, a dear sister, or the friends of our bosom, —when we hear that our commercial fleets sent to the different parts of the world, were all at once swallowed up by the ocean,—when we are told that our stock has failed, or our estate has run to ruin,—when we hear that our house has been plundered, and property taken – when, in the end, we are apprised that our children are killed, and our family dispersed, all, all this to hear and bear with composure is true heroism and magnanimity of soul.

No. VII.

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No. 920.

To the Right Hon'ble

The Earl of Auckland, G. C. B.,

Governor General of India in Council.

Fort William, 16th March, 1841.

My Lord,

In compliance with your Lordship's instructions conveyed to us by Mr. G. A. Bushby, Secretary to the Government of India in the General Department, in a despatch, No. 185, dated the 16th October last, we have now the honor to submit, for your Lordship's information, the Dispensary Returns for the half year ending the 31st January last.

2nd. We are happy in being able to report an increasing desire, on the part of the native community, to obtain Medical aid, and in proportion as the purposes of the Dispensaries become known, their advantages will be more and more appreciated.

3d. The reports of the different Superintendents bear creditable testimony to the zeal and acquirements of the Sub-Assistant Surgeons; but, as almost all of them are natives of Bengal, and consequently strangers both in point of customs and language to the people of the Western Provinces, among whom many of them are appointed to labour, sometime must be allowed for the softening down of mutual prejudices.

4th. Your Lordship will probably again remark the large number of cases returned "ceased to attend," or "result unknown;" but this we consider altogether inseparable from Dispensary practice, especially where natives are concerned, for such is their apathy, that even when the result is favorable, they cannot be prevailed on to make it known. As the Dispensaries increase in usefulness, and people apply for assistance from remote distances, this uncertainty as to the event must of necessity increase.

5th. Some of the Superintendents have reported having turned their attention to the introduction of Country Medicines—for improvements, however, in this department, we must look to the Sub-Assistant Surgeons, when they shall have enjoyed longer opportunity for observation; and we will hold out every encouragement to them to communicate the results of their observations. With reference, however, to their present youth and inexperience, this subject requires much caution.

6th. We are happy to observe that, with the exception of Dacca and Benares, where Cholera prevailed, there has been a complete exemption from epidemic disease. Some operations, both capital and minor, have been performed, but neither do the Surgical nor the Medical cases seem to possess any remarkable degree of interest.

With regard to the separate reports, your Lordship will observe a want of uniformity in point of form, as well as a paucity of statements drawn up by the Sub-Assistant Surgeons themselves. Time, however, and experience, will obviate both these deficiencies. In the meantime we beg to bring to your Lordship's notice the Agra Report, and still more the Patna one, which last shows a degree of practical acumen which, we think, reflects great credit upon its author Ram Eshur Awustee.

DACCA—Dr. Wilson, in temporary charge. Number of In-patients 23;—of these 16 were cured, 2 were relieved, 1 was incurable, and 3 died;—daily average 2½.—No. of Out-patients 2005, of which 1693 are said to have been cured and 92 died;—daily average 47. There does not appear to have been any increase to the number of patients applying for assistance during the half year now under review. Cholera raged with great violence during the months of November and December, and it is supposed that two-thirds of those attacked were carried off by it. A Sub-Assistant Surgeon, Nobin Chunder Paul, has now been appointed to this Dispensary.

CHITTAGONG—Assistant Surgeon J. Duncan; Sub-Assistant Surgeon Rajkisto Chatterjee. Both these officers had just joined the station, and Mr. Duncan reports that, from the imperfect state of the records, he has been unable to give a satisfactory report. The number relieved however, during the four months previous to February, appears to have been very considerable, and Mr. Duncan is of opinion that the utility of the Institution is rapidly extending.

POOREE DISPENSARY and PILGRIM HOSPITAL—Assistant Surgeon Cumberland. A Native Doctor educated at the late Medical Institution, has hitherto performed the duties of Sub-Assistant Surgeon. Of his services Dr. Cumberland reports favorably, and also of the growing utility of the Institution, which is principally had recourse to by Pilgrims.

During the last six months 418 cases were admitted, principally fevers, bowel complaints, and ulcers of various kinds—of these 74 were cured and 180 remained under treatment—a Sub-Assistant Surgeon, Neelmoney Dutt, has now been appointed to the Hospital.

Moorshedabad—Assistant Surgeon A. Kean; Sub-Assistant Surgeon Punchanun Seemony. This Dispensary was only established in July last, and considerable difficulty was experienced in procuring a building adequate to the purposes required. That difficulty, however, has now been got over, and the Institution is in full operation for Out-patients, but no In-patients appear to have been received. Of the former, the number of applicants were 1391—principally fevers, rheumatism, and bowel complaints—of which 569 were discharged cured, and 406 were relieved. The average daily attendance was 133. Mr. Kean speaks favorably of the Sub-Assistant Surgeon; but here, as elsewhere, he meets with much opposition from the Hukeems. No capital operations were performed—some Country Medicines, such as Kala Dana and Kut Kelija, have been introduced into use.

Patna—S. Davis, Esq. Assistant Surgeon; Ram Eshur Awustee in charge—House Patients 60,—of which 44 were cured—7 absconded and 5 died—average daily number of sick 8.—Of Out-patients there were 5492, of which 3320 were cured and 1803 ceased to attend—average daily number of sick 306. We beg leave to forward the Native Doctor's report of the Institution and also Mr. Marshall's letter which accompanied the former, and altogether we consider Ram Eshur Awustee's conduct so praiseworthy, and his acquirements so superior, that we again beg to report our recommendation for the higher grade of Sub-Assistant Surgeon, as suggested in our despatch No. 823, dated 26th March last.

Benares City Hospital & Secrole Dispensary—Dr. D. Butter; Sub-Assistant Surgeon Ishun Chunder Gungoli. Number of In-patients 167—of these 98 were cured, 3 were relieved, 6 absconded and 38 died—daily average 26.—Number of Out-patients 3833, of which 2237 are said to

have been cured and 41 died—daily average 131.—Cholera prevailed to a great extent in the early part of the hot season and was extremely fatal, but in other respects the district enjoyed a greater immunity from disease, than it did the previous year. Dr. Butter reports satisfactorily of the Sub-Assistant Surgeon, and he expects peculiar advantage from his services in introducing indigenous remedies, and in the preparation of Chemical articles. Dr. B. cannot yet report that Ishur Chunder has established himself in remunerating practice among the natives, nor has he trusted him with difficult operations;—but all common operations he performs perfectly well and intends undertaking the first amputation that may be required.

Two Apprentices have been attached to the Secrole Dispensary during 1837 and 1839, respectively. The elder, Jhammar, is a steady lad, but the younger, Bhandie Doss, gives some trouble.

ALLAHABAD—Surgeon W. Beattie; Sub-Assistant Surgeon Shumachurn Dutt. Number of In-patients 116—of which were cured 90 and 22 died—daily average . Number of Out-patients 2762, of which 1622 were cured--daily average ——. No epidemic disease has prevailed during the last four months. Dr. Beattie expresses his approbation of the conduct and acquirements of the Sub-Assistant Surgeon. What he is said to require is a little more careful continued instruction in what bears upon the practical part of his profession. During the period, however, under review, he has performed successfully the following operations, with the exception of two for cataract:

1 of Amputation below the knee.
1 of the Penis.
6 for Cataract.
8 for Fistula in Ano.
1 for Fistula in Pereneo.

6 Paracentisis Abdominis.
8 for Ectropian.
2 for the removal of Encysted tumours.

CAWNPORE DISPENSARY—Assistant Surgeon J. McRae; Sub-Assistant Surgeon Ramnarain Doss. Number of In-patients 251, of which 173 were cured, 2 were relieved, 11 absconded and 41 died—daily average 29. Number of Out-patients 1433, of which 1146 were said to be cured—daily average 73.

At Cawnpore, the Dispensary and Relief Society's Hospital are amalgamated, which accounts for the great number of House Patients—allowance however for 8 in-door Patients only being made at the Government Dispensaries. All the rest of the expense is borne by the Relief Society. No epidemics have prevailed in this district during the period under review. Native Medicines have been employed as much as possible, such as Madar, Kala Dana, Hemp, &c. The Sub-Assistant Surgeon who joined in July last, has given the Superintendent much satisfaction.

He is active and zealous, and is able to perform amputations, and the more ordinary operations of Surgery—a little more experience being necessary to give him the requisite degree of confidence to undertake the more delicate. The three Apprentices are lads of good caste and good family. They are attentive to their duties and in a few years many be employed as Native Doctors in Native Infantry and Jail Hospitals.

BAREILLY DISPENSARY—Dr. J. Duncan; Sub-Assistant Surgeon Jodub Chunder Set. Number of House Patients 40, of which 19 were cured, 2 were relieved, 2 were no better, 8 absconded and 6 died—monthly average 6½. The number of Out-patients were 3062, of which 1965 were cured, 745 absconded, and 20 died—monthly average 510. No epidemic has appeared nor has any thing remarkable

occurred with regard to the appearance of common diseases. The Sub-Assistant Surgeon who arrived in the end of July, is intelligent and attentive, and promises to be a great acquisition to the Institution. He appears to have excited the jealousy of the Hakeems, who do all in their power to thwart him, but prudence on his part and time will no doubt overcome their opposition.

Delhi Dispensary— Dr. A. Ross; Sub-Assistant Surgeon, Mr. R. Henning. Number of in-patients 27, of which 17 were cured and 4 died. Number of Out-patients 1939, of which 1495 were cured, and in 384 cases the result was unknown.

The Sub-Assistant Surgeon is reported to continue attentive to his duties, and the usefulness of the Institution goes on increasing. Three Apprentices, two of them Hindoos and one Mussulman, have been added to the Establishment. Some operations have been performed, but it does not appear that any of them were executed by the Sub-Assistant Surgeon.

Agra Dispensary—Assistant Surgeon J. Balfour; Sub-Assistant Surgeon Umachurn Sett. Number of House Patients 10 of which 5 were cured, 4 absconded and 1 died. Number of Out-patients 3490 ;—ceased to attend or result unknown 3186 –average daily number of applicants 307. Agra has been reported comparatively healthy and free from any epidemic disease. The utility of the Dispensary is encreasing and laying more hold on the estimation of the natives. Mr. Balfour expresses himself and apparently with much reason, in terms of unqualified approbation, of the zeal and attainments of the Sub-Assistant Surgeon. He appears to have operated on upwards of 20 cases of cataract, and besides minor operations, has performed amputation five times, viz. a leg, a hand, a fore-arm, a great-toe, and a penis, the Sub-Assistant has also been zealously and successfully engaged in introducing Country Medicines. Mr. Balfour has forwarded some interesting

extracts from Omachund's reports. We hope soon to receive similar reports from all the Sub-Assistant Surgeons.

We have, &c.,
(Signed) T. SMITH,
1st Member Medical Board.
" C. CAMPBELL,
2d Member Medical Board.
" T. TWEEDIE,
3d Member Medical Board.

Several of the passed students have not entered the Government service, and are employed as follows:

Dwarkanath Goopto has established himself in extensive practise in Calcutta, and besides is head partner in a well conducted and flourishing Apothecary's establishment.

Ramcoomar Dutt and *Gobindchunder Goopto* have also successfully established themselves as Practitioners and Apothecaries in Calcutta.

These establishments are calculated to prove of great public benefit by reducing the cost of the drugs used in the practise of medicine to the means of the large classes of the community who, from the consideration of economy, were hitherto compelled to use the cheap nostrums and poisons of the Bazar.

Gopall Krishna Gooptu having lately returned in ill health from Assam, is now out of employment.

Nobinchunder Mookerjie is employed by the Assam Tea Company on a salary of 150 rupees per mensem.

Sibchunder Kurmokar and *Navakrishna Gooptu* are severally employed as teachers in the Secondary School, and have given the greatest satisfaction to the College Council.

Nobinchunder Mittre, in charge of the College out-door Dispensary, has already more than once received high testimonials for his zeal, skill, and diligence, and he continues to merit the approbation of the Council for the admirable manner in which he discharges his duties.

…s and Dates of Appointment of Sub-Assistant Surgeons, as well as the …es of Patients treated at the different Stations.

…Appoint-ent.	Period under treatment.	In-Door Patients: Admitted.	Cured	Relieved	No better	Incurable	Absconded	Result unknown.	Died	Remaining	Out-Patients: Admitted.	Cured	Relieved	No better.	Incurable	Result unknown or ceased to attend	Died.	Remaining
1841,.......	From 12th May, to 28th Feby...	0	0	0	0	0	0	0	0	0	3958	3720	0		0	0	0	231
…il 1841, …d..........	For 6 months,..........	592	320	0	0	0	0	18	74	180	0	0	0	0	0	0	0	0
…840, ...	Ditto, ...	0	0	0	0	0	0	0	0	0	1391	[illegible]	106	9	0	429	1	37
… 1841 ...	Ditto, ...	23	16	2	1	0	0	0	3	1	2005	1693	[illegible]	6	0	0	92	94
…ber 1838,	Ditto, ...	47	28	2	2	0	4	0	5	8	5492	3320	[illegible]	0	0	1803	20	293
…839, ...	For 4 ditto,...	16	0	0	0	0	0	0	0	0	2662	1712	475	0	130	334	22	205
…40,...	For 6 ditto	251	173	2	0	0	11	0	11	24	1433	1146	80	0	0	159	0	48
…839, ...	Ditto, ...	10	4	1	0	0	4	0	1	0	3490	0	0	0	0	3186	0	304
…840,.......	Ditto, ...	40	19	2	2	3	0	0	6	3	[illegible]	1665	275	0	0	745	20	50
....	Ditto, ...	27	17	0	0	0	0	2	4	4	1939	1495	0	0	0	384	0	60
....	Ditto, ...	0	0	0	0	0	0	0	0	0	[illegible]	[illegible]	0	0	0	0	13	0
....	Ditto, ...	167	95	[illegible]	0	0	6	0	38	22	[illegible]	[illegible]	481	7	82	838	41	147

GEO. ANGUS,
Offg. Secy. Medical Board.

No. VIII.

…e employment of some of those Students who have left the Government Colleges and Schools.

Teachers.						Supt. of Abkari.	Deputy Collector.	Sudder Ameen	Moonsiff	Zillah Pundit	Zillah Moulvee	Assistant Secretary	Dewan and Banian.	Nazir	Native Doctor	Apothecary.	Surveyor.	Writer.	Merchant.	Vukeel Moonshee and Mohurir	Sub-Assistant Surgeon.	Record-keeper.	Miscellaneous.
…s.	Persian.	Sanscrit.	Bengalee	Hindee.	Urdu.																		
	12	0	0	0	0	0	5	6	11	0	10	0	0	0	0	0	0	0	0	23	0	3	3
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2[illegible]	0	0
	0	5	20	0	0	0	0	0	1	7	0	1	1	1	3	1	0	0	0	0	[illegible]	1	1
	0	0	0	0	0	2	18	1	3	0	0	1	0	0	1	0	7	59	6	0	0	0	3
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	11	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	9	0	15	0	0	3
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	0	8	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3
[illegible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
[illegible]	0	0	0	0	0	0	0	0	[illegible]	0	0	0	0	0	0	0	9	8	0	[illegible]	0	0	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	4	4	0	0	0	0	0	0	0	0	0	0	1	9	3	0	3	0	0	7
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1	4	1	2	0	0	3	1	2	0	0	8
23	121	45	0	0	1	0	0	0	0	3	0	0	73	0	10	1	20	6	53	67	0	11	359
0	0	0	0	0	0	0	0	0	0	0	0	0	1	[illegible]	4	0	3	3	0	4	0	1	15
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0
33	133	50	20	4	5	2	[illegible]	[illegible]	1[illegible]	10	[illegible]	3	[illegible]	3	20	3	57	170	61	128	25	16	425

Employment of the Students who have left the Government Schools and Colleges.

No.	Employment.	Amount of Salaries per Month.
		Rs
83	English Teachers, ...	From 20 to 50
33	Arabic Teachers, ...	„ 30 to 60
133	Persian Teachers, ...	„ 10 to 20
50	Sanscrit Teachers, ...	„ 16 to 60
20	Bengalee Teachers,...	„ 16 to 20
[illegible]	Hindee Teachers, ...	„ 16 to 20
5	Urdu Teachers, ...	„ 16 to 20
2	Superintendents of Abkaree, ...	At 500
25	Deputy Collectors, ...	„ 300
7	Sudder Ameens, ...	„ 300
18	Munsiffs, ...	„ 100
10	Zillah Pundits, ...	„ 60
19	- — Moulávies, ...	„ 80
2	Assistant Secretaries, ...	„ 50
1	Ditto, ...	„ 200
102	Dewans and Banians, ...	„ 10 to 500
3	Nazeers, ...	At 40
20	Native Doctors, ...	„ 20
8	Apothecaries, ...	„ 15
37	Assistant Surveyors, ...	„ 40
170	Writers, ...	„ 10 to 100
61	Merchants, ...	————
128	Vakeels, ...	At 15
25	Sub-Assistant Surgeons, ...	„ 100
16	Record Keepers, ...	From 30 to 50
425	Miscellaneous, ...	————

No. IX.

REGULATIONS
FOR THE
SCHOOLS AND COLLEGES
UNDER THE
GENERAL COMMITTEE
OF
PUBLIC INSTRUCTION,
FORT WILLIAM.

LOCAL COMMITTEES.

1. The Colleges and Schools at a distance from Calcutta are superintended by Local Committees, subject to the control of the General Committee.*

2. The Local Committees are composed of European and Native Residents, who are appointed by Government at the recommendation of the General Committee. Each Local Committee appoints a Secretary from its own number; but where there is a Collegiate Institution, the Principal is Secretary ex-officio.

3. The Funds of each Institution are placed in the hands of the Secretary, subject to the general supervision of the Local Committee These consist of Donations, Subscriptions, and pay for the tuition of the youths. The Accounts are made up every month in the Form A

* The Institutions at Calcutta and Hooghly are under the direct superintendence of Sub-Committees of the General Committee.

of the Appendix, and the Balance is drawn from or remitted to the General Committee.

4. The Local Committees shall meet once a month for the despatch of business, and oftener if necessary.

5. The principal* duties of the Local Committees are:

1st. To carry into effect the orders of the General Committee.

2d. To regulate and control the Principals and Masters But their appointment and removal rest with the General Committee.

3d. To suggest improvements and correct abuses.

4th. To encourage Local Subscriptions and Donations.

5th. To visit the College or School during the month, and insert in a book, prepared for the purpose, a Memorandum of the classes examined at each visit, and their opinion of the state of the Institution, and of any changes they may consider necessary for its improvement. This book shall be inspected by the Principal and Masters, and shall be laid before the Meetings of the Local Committee, and forwarded annually in original for the information of the General Committee The Memoranda shall embrace the state both of the English and Vernacular Classes.†

6th. To admit and expel the pupils of the Institution, subject to Rules 39 and 47.

* More minute details of their duties will be found under other heads.

† The duty of visitation may be discharged by the Members of the Local Committee in rotation, according to the Government Orders of the 6th January, 1841.

7th. To superintend and assist at all Examinations for prizes, scholarships, &c.

8th. To receive applications for leave of absence from the Principals, Professors, and Masters, and to comply with the same as they may deem expedient; but when for more than one month, the application must be submitted by the Local to the General Committee, with their remarks, which must include the manner in which the duties of the applicant are to be performed during his absence, and the salary to be allowed him. In urgent cases of sickness, not admitting of delay, the Local Committee may grant two months' leave, reporting to the General Committee, and forwarding a sick certificate according to Form B of the Appendix.

9th. To forward the Half-yearly Reports required from the Principals and Head Masters by Rules 13 and 28, with their remarks thereon.

10th. To forward Half-yearly Indents of Books and Stationary, in the Form C of the Appendix.

11th. To forward Annual Reports of the state of the buildings.

6. No alterations are to be allowed in the Establishments, nor in the Principles and Rules prescribed by the General Committee, without their previous sanction.

PRINCIPALS OF COLLEGES.

7. The Principal has the general charge of the English and Oriental Colleges to which he is appointed, and of the Branch Schools connected therewith, under the direction and control of the Local Committee.

8. He shall not be concerned in any trade, traffic, or business, but shall devote his whole time and attention to the duties for which he is engaged by the General Committee.

9. He shall conform to and obey all such orders and directions as he shall receive from the General or Local Committee: all orders and directions of the General Committee being communicated to him through the Local Committee.

10. He is responsible to the Local Committee for the maintenance of order and regularity in the Institutions under his charge.

11. He exercises a general control and authority over all the Masters, and shall submit monthly to the Local Committee the Register required by Rule 1[illegible], with his observations on the same.

12. He shall to the best of his ability instruct in such branches of learning as shall be prescribed the youth who may be placed under him for that purpose.

13. He shall furnish to the Local Committee Half-yearly Reports of the state and progress of the several classes in the Institutions placed under him, in the Form D of the Appendix.

14. He shall appoint and remove the servants attached to the Institutions under his superintendence.

HEAD MASTERS OF COLLEGES.

Head Masters of Senior and Junior Departments.

15. The Head Master of each Department is under the immediate orders and control of the Principal.

16. He shall instruct such classes as the Principal, under the direction of the Local Committee, shall appoint.

17. He shall exercise a general supervision over the Masters, and the course of instruction in the classes of his Department, under the orders of the Principal.

18. He shall keep a Daily Register of the attendance of the Masters of his Department in the Form E of the Appendix, to be submitted daily to the Principal.

19. He shall report to the Principal any misconduct of the Masters.

MASTERS OF COLLEGES.

Masters of Senior and Junior Departments.

20. Each Master is responsible for the conduct and progress of his class; and superintends the Assistant Masters of the Sections of which it is composed.

HEAD MASTERS OF SCHOOLS.

21. The Head Master has the general charge of the School to which he is appointed, under the direction and control of the Local Committee.

22. He shall conform to and obey all such orders and directions as he shall receive from the General or Local Committee: all orders and directions of the General Committee being communicated to him through the Local Committee.

23. He is responsible to the Local Committee for the maintenance of order and regularity in the School under his charge.

24. He exercises a general control and authority over the Masters.

25. He shall instruct such classes as the Local Committee shall appoint.

26. He shall keep a Daily Register of the attendance of the Masters in the Form E of the Appendix, to be submitted to the Local Committee at their Monthly Meeting, with his observations on the same.

27. He shall report to the Local Committee any misconduct of the Masters.

28. He shall furnish to the Local Committee Half-yearly Reports of the state and progress of the several classes of the School, in the Form D of the Appendix.

29. He shall appoint and remove the servants attached to the School.

MASTERS OF SCHOOLS.

30. Each Master is responsible for the conduct and progress of his class; and superintends the Assistant Masters of the Sections of which it is composed.

BRANCH SCHOOLS.

31. Head Masters of Branch Schools shall be guided by the same rules as Head Masters of Colleges.

32. Masters of Branch Schools shall be guided by the same rules as Masters of Colleges.

33. None of the scholars shall be employed in the work of instruction.

ADMISSION OF SCHOLARS.

34. Scholars are to be admitted at the Monthly Meetings of the Local Committees.

35. Principals of Colleges and Head Masters of Schools and Branch Schools may admit scholars provisionally, subject to the approval of the Local Committee at their next Monthly Meeting.

36. Persons of all religious opinions and castes are admissible to the Colleges and Schools, except to the Hindoo, Mahommedan, and Sanscrit Colleges at Calcutta, and the Sanscrit College at Benares.

37. No boy whose age exceeds eight years shall be admitted, unless he can read correctly and with a good pronunciation the 2d Number of the English Reader of the School Book Society.

38. No boy whose age exceeds twelve years shall be admitted unless he can read, parse, and explain any passage in the 5th Number of the English Reader of the School Book Society. He must also know the simple rules of Arithmetic; the form of the Earth, its great divisions, and their sub-divisions into countries; the names of the capitals and principal cities of each country, and of the

principal mountains and rivers. He must be able to translate correctly from Bengallee or Hindustani into English, and from English into Bengalee or Hindustani, any passage from the 5th Number of the English Reader.

39. No boy shall be admitted whose age exceeds sixteen, without the express sanction of the General Committee.

40. Parents who have the means will be expected to pay for the tuition of their children, according to such rates as the Local Committee may prescribe.

41. Parents shall provide for their children class-books, slates, &c.; but in cases of inability it is at the discretion of the Local Committee to supply them at reduced prices, or temporarily on loan.

42. A General Register of the Scholars shall be kept by the Principal or Head Master of the College or School, respectively, in the Form F of the Appendix.

DISCIPLINE.

43. The College or School shall be open every day, except Sundays and authorized holidays, for six hours, one of which shall be devoted to recreation. There shall be one half-holiday in each week.

44. The following Christian holidays shall be allowed in all the Institutions :

Christmas Day.
New Year's Day.
Good Friday.
Sundays.

The number of Native holidays shall be arranged from time to time by the Local Committees in communication with the General Committee.

45. A Register of the daily attendance of the Scholars shall be kept by the Master of each class in the Form G of the Appendix, and shall be submitted daily to the Principal of the College or to the Head Master of the School.

46. The Principal or Head Master shall submit such Register monthly to the Local Committee, who have power to expel any scholar whose irregularity of attendance or misconduct may deserve such punishment.

47. No scholar once expelled shall be admitted again into any of the Institutions without the previous sanction of the General Committee.

48. The Masters are strictly enjoined to attend to the personal cleanliness of the scholars, and to check any practices inconsistent with propriety, such as the use of improper language, eating and drinking in the School, or any other disorderly conduct.

49. Corporal punishment is not permitted.

50. Parents are to be held responsible for class-books, slates, &c., belonging to the Committee, when lost or injured by the scholars.

51. Registers of class-books, slates, &c. belonging to the Committee shall be kept by the Masters in the Form H of the Appendix, and submitted to the Principal or Head Master; and the Masters are held responsible for the preservation of such books, slates, &c.

LIBRARIES.

52. The Library is intended for the use of all persons belonging to the Institution.

53. The Libraries at the Colleges shall be placed under the charge of a Librarian appointed by the Local Committee who shall enter into an engagement according to the Form I of the Appendix.

54. The Libraries at the Schools shall be placed under the charge of the Head Master.

55. The Libraries in Colleges shall be open from 9 to 6 o'clock every day, Sundays excepted.

56. The Libraries in Schools shall be open every day during the School hours.

57. The Scholars shall be allowed the freest access to the Library compatible with their attendance in School.

58. All persons belonging to the Institution shall be allowed to take home books under the following restrictions:

1st. No more than one volume shall be issued at the same time to the same person; which volume shall be returned before a second is delivered.

2d. A duodecimo volume shall not be kept longer than a week; an octavo than a fortnight: a quarto than a month.

3d. Books taken out of the Library by one person must not be transferred, but returned to the Library.

59. Books of reference, such as Dictionaries, Encyclopedias, Atlasses, &c. shall not be taken home without the special permission of the Principal or Head Master, respectively.

60. A Register of the Books taken out shall be kept by the person in charge of the Library in the Form J of the Appendix, and shall be submitted monthly for the inspection of the Local Committee.

61. Any person losing or damaging a volume shall pay its value, or replace it with a similar book; and when it belongs to a set, unless he can replace it, he shall pay the value of the set.

62. Any person having a book in his possession shall return it to the Library at any time on the requisition of the Principal or Head Master, respectively.

63. The Local Committee may allow persons not belonging to the Institution to have access to the books in the Library, or take books home, subject to the above rules.

64. There shall be annual examinations of the Libraries by the Local Committees, for which purpose all books shall be called in; and the Local Committees after such examinations shall report to the General Committee the state of the Libraries in the Form K of the Appendix.

COURSE OF STUDY TO BE PURSUED IN THE ENGLISH COLLEGES AND SCHOOLS.*

COLLEGES.

65. The Colleges are divided into two Departments, the Junior or Elementary, and the Senior. Each Depart-

* The course of study to be pursued in the Oriental Institutions is under consideration, and will appear hereafter.

ment is composed of four classes, the studies of which are graduated. When the pupils of any class are too numerous for one Master it is subdivided into sections. No class or section of a class shall in the Junior Department consist of more than forty Scholars, or in the Senior Department of more than thirty.

Junior Department.

66. Two-thirds of the School time to be devoted to the English, and one-third to the Vernacular studies.

67. The following is the course of English study assigned to each class:*

4th Class.

Cards of letters, syllables, and words.
Cards of easy sentences.
English Reader, No. I.
Cards of figures.

3d Class.

English Reader, Nos. I. and II.
Elements of Arithmetic (Chamier's.)
Elements of Geography (Clift's.)
Writing on Slates.

2nd Class.

English Reader, Nos. II., III. and IV.
Elements of Grammar (Woollaston's.)

* The Books specified throughout the series, both for the Junior and Senior Departments, are given as those at present available, and with the intention rather of exhibiting the studies to be pursued in each Class, than as the books that upon further enquiry and experience may be found best adapted for instruction.

Arithmetic—the four simple and compound rules.

Geography by reference to Globes and Maps. (Geographical Primer—Chambers's Educational Course.)

Lessons on objects.

Writing.

1st Class.

English Reader, Nos. IV. and V.

Azimghur Reader.

Biography (Chambers's Educational Course.)

Poetical Reader, No. II. (Gay's Fables.)

Grammar (M'Culloch's.)

Arithmetic—Fractions, Vulgar and Decimal, Proportion, Involution and Evolution.

Geography by reference to Globes and Maps, and preparation of Maps.

Lessons on objects.

Writing from dictation.

Translation from Vernacular into English.

SENIOR DEPARTMENT.

68. One hour of the School time to be devoted to the Vernacular, and the remaining time to the English studies.

69. The following is the course of English study assigned to each class.*

4th Class.

Exercises in Syntax and Prosody (Lennie's or McCulloch's.)

English Reader, No. V.

Malkin's History of Greece.

Poetical Reader, No. III.

Algebra—to Simple Equations (Hall's.)

* See Note to Rule 67.

Use of the Terrestrial Globe.

Physical Geography, (Society for the Diffusion of Useful Knowledge)

Drawing, (First Book of Drawing—Chambers's Educational Course.)

Translation from the Vernacular into English.

English Composition.

3d Class.

Exercises in Syntax and Prosody.

English Reader Nos. V. and VI.

Malkin's History of Greece.

History of Rome from Lardner's Encyclopedia.

Hume's History of England.

Richardson's Poetical Selections.

Algebra, (Hall's).

First 4 Books of Euclid. (Plane Geometry by Bell—Chambers's Educational Course.)

Physical Geography, (Society for the Diffusion of Useful Knowledge.)

Elements of Natural Philosophy, (Do.—and Introduction to the Sciences—Mechanics—Hydrostatics, Hydraulics and Pneumatics—Chambers's Educational Course.)

Projection of Maps.

Drawing, (Second Book of Drawing—Chambers's Educational Course.

Translation from the Vernacular into English.

English Composition

2d Class.

English Reader, No. VI.

Hume's History of England.

Marshman's History of India.

Russell's Modern Europe.

Richardson's Poetical Selections.
Algebra, (Hall's and Hind's.)
Geometry.
Plane Trigonometry and Conic Sections, (Bell's—Chambers's Educational Course.)
Natural Philosophy, (Hershell's Preliminary Discourse.)
Drawing.
Perspective.
Mechanical and Architectural Drawing.
Practical Surveying.
Translation from the Vernacular into English.
English Composition.

1st Class.

Hume's History of England, with Smollett's Continuation.
Russell's Modern Europe.
Robertson's India.
Bacon's Essays.
Smith's Moral Sentiments.
Richardson's Poetical Selections.
Algebra.
Integral and Differential Calculus.
Spherical Trigonometry.
Astronomy, (Society for the Diffusion of Useful Knowledge and Hershell).
Mechanics, Hydrostatics, Hydraulics, Pneumatics, Optics.
Drawing.
Perspective.
Mechanical and Architectural Drawing.
Practical Surveying.
Translation from the Vernacular into English.
English Composition.

70. The following is the course of Bengallee study:*

Junior Department.

4th Class.

Reading and Writing on Boards.
Burnomalla or Spelling Book, Nos. I. II. III. and IV.
Dharrapat or Outlines of Arithmetic, Nos. I. II. and III.
Neeticotha Nos. I. and II. } Readers.
Monorunjun, }
Dictation.

3d Class.

Baycurrun or Grammar, (Abridgment of Rammohun Roy's.)
Dictation.
Composition of small sentences.
Translation of short sentences from English.
Outlines of Arithmetic, No. IV.
Gayn Chundrica, } Readers.
Neeti Dursuk, }

2nd Class.

Gynnornub—Reader.
Parsing and Exercises on Grammar.

* See a note by Bahoo Prossauno Comar Tagore, L of the Appendix, on the subject of this course of study.

A Scheme of study in the Hindee, Urdu and Ureah Vernaculars is in preparation.

Translation from English Lessons into Bengallee, and to compose thereupon.

Puttroqummudy---Letter Writer, (Serampore edition.)

Composition of Letters, &c.

Dictation.

Smyth's Zemindarry Accounts.

1st Class.

Selections from Probhud Chundrica—Reader.

Essay writing on given subjects.

Translation from English Lessons.

Exercise and Parsing on Grammar.

Dictation.

SENIOR DEPARTMENT.

Essay writing.

Translation from English Pieces.

Exercise and Parsing on Grammar, &c. &c.

Sanscrit.

Grammar.

Hittopodess.

Rughoo.

Dictation.

Composition.

71. If in any College there are no Scholars sufficiently advanced to profit by the course of study prescribed

for any particular class, such class shall, for the time being, remain in abeyance.

72. Besides this prescribed course of study it is intended that Lectures shall be given at the different Colleges on Natural and Experimental Philosophy, Natural History, Morals, Jurisprudence, and Political Economy, whenever the Scholars are sufficiently advanced to profit by them.

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73. The number and construction of classes, and the course of study laid down for Colleges, shall be observed in Schools as far as applicable.*

PROMOTION OF SCHOLARS.

74. The Scholars of each class may be promoted to a higher class half yearly, provided that in the opinion of the Principal of the College, in communication with the Head Master of their department and Master of their class, and in Schools, of the Head Master in communication with the Master of their class, their attainments are such as to make their promotion desirable; but in most cases a year at least will be required for Scholars to pass through each class.

75. No Scholar of the 3d and 2d classes of the Senior Department of Colleges shall be allowed to remain in the

* It may thus happen in Schools, as in Colleges, under Rule 71, that the highest class may be designated as the 3d or 4th.

Institution who is not eligible to a higher class within two years after the date of his first admission to the 3d or 2d class, respectively, unless sickness or other cause be assigned to the satisfaction of the Local Committee.

EXAMINATIONS AND PRIZES.

76. There shall be an Annual Examination of the Scholars of every Institution in the month of July.

77. This Examination shall be held in the presence of one or more Members of the Local Committee,* who shall adopt every precaution to prevent any unfair practices on the part of the Scholars: such as references to books, copying from each other, &c

78. The result of this Examination shall be forwarded to the General Committee within one month, according to the Form M of the Appendix.

79. Prizes shall be given to the Junior Departments only of Colleges, and to the junior classes of Schools; the number and value of which shall be fixed by the General Committee in communication with the Local Committees.

SCHOLARSHIPS.

80. Scholarships according to the following scheme will be given at the undermentioned Institutions:

* See the Government Orders of the 6th January 1841.

		COLLEGES AND SCHOOLS.	English		Oriental.		TOTAL. English		TOTAL. Oriental.	
			Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.
I.	CALCUTTA,	Hindoo College,	5	7	0	0				
		Rajah of Burdwan's Scholarship,	0	1	0	0				
		Tagore ditto,	0	1	0	0				
		Rajah Gopemohun's ditto,	0	1	0	0				
		Joykisen Singh's ditto,	0	1	0	0				
		Gunganarain Dass's ditto,	0	1	0	0				
		Scholarships open to public competition in the Hindoo College,	1	1	0	0				
		Rajah of Burdwan's ditto ditto,	1	1	0	0				
		Sanscrit College,	0	0	15	11				
		Scholarships open to public competition in the Sanscrit College	0	0	1	1				
		Madrassa,	5	3	15	11				
		Scholarships open to public competition in the Madrassa,	1	1	1	1	13	18	32	24
	ARRACAN,	Akeyab School in the Hindoo College,	1	0	0	0				
		Ramree " ditto,	1	0	0	0				
		Carried over,	2	...	...	...	13	18	32	24

		COLLEGES AND SCHOOLS.	English Junior.	English Senior.	Oriental Junior.	Oriental Senior.	Total English Junior.	Total English Senior.	Total Oriental Junior.	Total Oriental Senior.
		Brought over,	2	...	...	...	13	18	32	24
	Tanasaram Pro-vinces,	Moulmein School in the Hindoo College,	1	0	0	0				
		Mergui " ditto,	1	0	0	0	4	0	0	0
II.	Hooghly,	College of Mohammad Mohsin,	5	7	15	11				
		Mohammad Mohsin's Scholarships,	0	0	0	2				
		Scholarships open to public competition in the College of Mohammad Mohsin,	1	1	1	1				
		Hooghly Branch School in the College of Mohammad Mohsin,	1	0	1	0				
		Seetapore School ditto,	1	0	1	0				
	(Probational,)	Bancoorah " ditto,	1	0	0	0				
	"	Tribaney " ditto,	1	0	0	0				
	"	Omarpore " ditto,	1	0	0	0				
		Jessore " ditto,	1	0	0	0				
		Cuttack " ditto,	1	0	0	0				
		Midnapore " ditto,	1	0	0	0	14	8	18	14
III.	Dacca,	Central College,	5	7	0	0				
		Scholarships open to public competition in the Dacca College,	1	1	0	0				

	(PROBATIONAL,)	Sylhet School in the Dacca College,	1	0	0	0				
	"	Burrisaul " ditto,	1	0	0	0				
	ASSAM,	{ Gowahatree " ditto,	1	0	0	0				
		} Sibsaugor " ditto,	1	0	0	0				
		Boaleah " ditto,	1	0	0	0				
		Commillah " ditto,	1	0	0	0				
		Chittagong " ditto,	1	0	0	0				
							13	8	0	0
IV.	BENARES	Central College,	5	7	15	11				
		Scholarships open to public competition in the Benares College,	1	1	1	1				
		Benares Branch School in the Benares College,	1	0	0	0				
		Ghazipore School ditto	1	0	0	0				
		Patna " ditto,	1	0	0	0				
		Bhaugulpore " ditto,	1	0	0	0				
		Allahabad " ditto.	1	0	0	0				
							11	8	16	12
V.	AGRA.	Central College,	5	-	15	11				
		Rajah of Bhurtpore's Scholarships,	1	0	1	0				
		Scholarships open to public competition in the Agra College	1	1	1	1				
		Saugor School in the Agra College	1	0	0	0				
		Jubbulpore " ditto,	1	0	0	0				
		Azimghur " ditto,	1	0	0	0				
		Gorruckpore " ditto	1	0	0	0				
		Furruckabad " ditto	1	0	0	0				
		Ajmeer " ditto,	1	0	0	0				
							13	8	17	12
VI	DELHI,	Central College	5	7	15	11				
		Nawab Itmaoodowlah's Scholarships,	0	0	3	3				
		Carried over,	5	7	18	14	68	50	83	62

COLLEGES AND SCHOOLS.	English.		Oriental.		TOTAL. English.		TOTAL. Oriental.	
	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior	Senior.
Brought over,.........	5	7	16	14	68	50	83	62
Scholarships open to public competition in the Delhee College	1	1	1	1				
Barelly School in the Delhee College,........................	1	0	0	0				
Meerut " ditto, ...	1	0	0	0				
(PROBATIONAL,) Shahjehanpore " ditto, ...	1	0	0	0				
					9	8	19	15
Total Number......	...	...	...	...	77	58	102	77

The value of these Scholarships will be 8 Rupees a month for the Junior Scholarships, which will be held for four years, or under particular circumstances for a longer period; and 15 Rupees for the Senior Oriental for the two first years, to be increased to 20 Rupees for the four last years during which they can be held; and 30 Rupees for the Senior English Scholarships for the two first years, to be increased to 40 Rupees for the four last years. Of five Senior English Scholarships in the Hindoo College at Calcutta, the Rajah of Burdwan's is 28 Rupees a month, the Tagore Scholarship 22 Rupees, Rajah Gopemohun's 18 Rupees, and Joykissen Singh's and Gunganarain Doss's 12 Rupees each. The two Senior Oriental Scholarships of Mohammad Mohsin in the Hooghly College are 50 Rupees each; and of the three Senior Oriental Scholarships of Nawab Itmaoodowlah in the Delhee College two are 30 Rupees each, and one 40 Rupees.

Abstract.

English, ...	Junior, ...	77	...... @ 8 = ...	616		
	Senior, ...	58	26 @ 30 =	780		
			27 @ 40 =	1080		
			1 @ 28 =	28		
			1 @ 22 =	22		
			1 @ 18 =	18		
			2 @ 12 =	24		
					1952	
						2568
Oriental, ...	Junior, ...	102	...... @ 8 = ...	816		
	Senior, ...	77	48 @ 15 =	720		
			21 @ 20 =	480		
			2 @ 30 =	60		
			1 @ 40 =	40		
			2 @ 50 =	100		
					1400	
						2216
Total, ...		315	....			4784

In this Abstract the Senior English and Oriental Scholarships open to public competition are reckoned at

40 and 20 Rupees, respectively; but it will depend upon the merits of the candidates whether these, or the lower rates of Senior Scholarships, viz. 30 and 15 Rupees, are awarded.

The limited knowledge possessed by the students of the Delhee and Agra Oriental Colleges induced the Government to reduce the standard of acquirements and modify the allowances, while the number of Scholarships was increased. This is a temporary measure and will only continue for a limited period.

The qualifications, and plan of examination for Scholarships are as follows:—

No Candidate will be entitled to a Scholarship, whatever may be his superiority over others, unless his knowledge of the different branches of study mentioned in the following Scheme comes up to the standard therein described, or, unless his knowledge of any one or more of those branches is, in the estimation of the Committee, so much above the standard as to compensate for his deficiency in other branches.

The qualifications for obtaining the Junior English Scholarships are*—

English Reading. The candidate must be able to read with facility and correctness a passage of English prose, selected from Dryden, Swift, Addison, or Johnson.

English Grammar. He must be able to parse correctly, and correct false grammar.

* This scheme can only be considered temporary, and as adapted to the present state of our Institutions; as the Scholars advance in knowledge a higher standard will be necessary.

History. He must know the leading facts of the Histories of Greece, Rome, England, and India; and the leading facts of Universal History, such as the rise and decline of nations and religions.

Geography. He must know the form of the Earth, its great divisions, and their sub-divisions into countries, the names of the capitals, and principal cities of each country, and of the principal mountains and rivers.

Arithmetic. He must know the Simple and Compound Rules.

Hindoostanee or *Bengalee.* He must be able to translate correctly from one of these languages into English, and from English into one of these languages.

Note. If the candidate is a pupil of any of the Zillah Schools, he will not be entitled to a Scholarship unless he has a certificate of good conduct from the Local Committee.

The qualifications for the Senior English Scholarships are as follows:—

English Composition. The candidate must be able to compose an English Essay, equal at least in style and matter to the Prize Essays at the Hindoo College in the examinations of 1838-1839.

History.—He must be able to answer a set of questions equal in number and difficulty to those given in 1838-1839 to the students of the Hindoo College, as fully and correctly as those questions were answered by the students who obtained the Prize.

General Literature.—He must be able to explain passages of prose and verse, selected from Shakspeare, Bacon, Milton, Dryden, Swift, Addison, Johnson, and any other authors with any of whose works he may be acquainted.

Mathematics.—He must have a knowledge of Algebra, as far as Simple and Quadratic Equations, of Plane Trigonometry, and of the four first books of Euclid.

Natural Philosophy.—He must have a knowledge of Mechanics, Astronomy, Hydrostatics, Pneumatics, and Optics, as far as these subjects are treated of in the popular introduction to Natural Philosophy, published by the Society for the Diffusion of Useful Knowledge.

The qualifications for obtaining the Arabic Scholarships are as follows:

Junior.

1. The candidate must have an intimate knowledge of Seref Nobo; and be able to read and explain any part of Mufatul Yeminee.

2. He must be able to translate an easy tale from the Vernacular into the Arabic, and from the Arabic into the Vernacular language.

3. He must know the Principles of Practical Arithmetic.

Senior.

1. The candidate must be able to translate and analyze Tareekh Tymoree, and Dewanee Mutanubee, with facility and correctness.

2. He must possess a knowledge of the Principles of some one of the Sciences.

3. He must be able to translate into and compose in Arabic with facility and correctness.

The qualifications for the Sanscrit Scholarships are as follows:

Junior.

1. *Grammar.* The candidate must have an intimate knowledge of Grammar; and be able to read and understand readily any part of the easier class books read in the Sahetya, or General Literature class.

2. *Translation.* He must be able to translate from the Vernacular into the Sanscrit language, and from the Sanscrit into the Vernacular, with correctness.

3. *Arithmetic.* He must know the Principles of Practical Arithmetic.

Senior.

1. *Grammar.* The candidate must be able to translate and analyze any common Sanscrit work with facility.

2. *Science.* He must possess a knowledge of the Principles of one of the Sciences.

3. *Composition.* He must be able to translate into and compose in Sanscrit with facility and correctness.

Mode in which the Examinations for Scholarships are to be conducted in the Mofussil.

Printed sets of questions, and a subject for an Essay will be sent from the General Committee under cover to one of the Members of the Local Committee. On a day to be previously fixed by the General Committee a meet-

ing of the Local Committee will be held, at which the seal of the envelope containing the questions and subject for an Essay, will be broken. The Committee will give out as many questions as can easily be answered in one day, and seal up the remainder without communicating their contents to any one.

The students will not be allowed to communicate with each other during the examination, and on that account will be placed at a proper distance from each other.

They will be required to answer the questions, and to write the Essay without any assistance whatever, and to ensure this one of the Members of the Local Committee will remain in the room and superintend during the whole examination.

At the hour fixed for the close of each day's examination, each student will deliver to the superintending Member of the Local Committee his answers or his Essay signed by himself. The Member of the Local Committee will immediately put them all into an envelope and seal it up.

The answers and Essays will be opened at a meeting of the Local Committee held for that purpose. The Local Committee will carefully compare the answers and Essays, and will report to whom, in their opinion, the Scholarships should be awarded, and transmit their report, together with all the answers and Essays, under seal to the General Committee for their decision.

The Scholarships will be forfeited if the holders of them do not make a reasonable progress in their studies.

An annual examination will take place for the purpose of ascertaining if the holders of Scholarships have made such reasonable progress.

This examination will be conducted in the same way, and with all the same precautions as the examinations for Scholarships.

The Local Committee, in transmitting to the General Committee the answers to the questions sent for this examination, will add any remarks of their own, and also the report of the Head Master as to the manner in which the holders of Scholarships have conducted themselves in the course of the year.

The General Committee, after carefully examining the answers, and considering the remarks of the Local Committee, and the report of the Head Master, will decide whether any of the Scholarships are forfeited for want of the requisite progress.

The examinations for Scholarships, and the examinations for ascertaining if the holders have made reasonable progress, will be conducted at Calcutta and Hooghly by the General Committee; but in other respects in the same manner.

CERTIFICATE.

81. Certificates for proficiency and good conduct will be granted by the General Committee under the following rules:

1st. The Local Committees shall forward all applications for Certificates to the General Committee, with their report on the proficiency and good conduct of the applicant.

2d. No Certificate shall be granted unless the applicant has undergone an examination, the result of which shall have proved him qualified to hold a Senior Scholarship.

A.

THE GENERAL COMMITTEE OF PUBLIC INSTRUCTION, DR.

To the following Establishment and Contingent Charges, &c incurred in the ———— School, for ———— 184—.

Establishment.

Mr. ———	Head Master, ...	0 0 0		
	2d ditto, ...	0 0 0		
	3d ditto, ...	0 0 0		
	4th ditto, ...	0 0 0		
		———	0 0 0	
	Head Pundit or Moonshee, ...	0 0 0		
	Assistant, ...	0 0 0		
		———	0 0 0	
	Duftory, ...	0 0 0		
	Peon, ...	0 0 0		
	Durwan, ...	0 0 0		
	Water Bearer, ...	0 0 0		
	Sweeper, ...	0 0 0		
		———	0 0 0	
			———	0 0 0

Contingent Charges.

0 0 0		
0 0 0		
0 0 0		
0 0 0		
———	0 0 0	
		———
		0 0 0

Deduct realized on account of Subscription, ...	0 0 0	
Ditto ditto Donation, ...	0 0 0	
Ditto ditto Schooling,............................	0 0 0	
Ditto ditto Books, Slates, &c sold, ...	0 0 0	
		0 0 0
Balance required, Co.'s Rs.		0 0 0

Errors Excepted,

Received Payment,

Secretary L. C. P. E.

The 184—.

B.

FORM OF THE CERTIFICATE.

I do hereby Certify, after a careful examination of —————— in the ——————, I am of opinion, that he is labouring under ——————, and that according to my best judgment, ——— months' leave to proceed to ———— is essentially necessary, for the recovery of his health.

(Should the Principal, Professor, or Master visit the Presidency, he must have the Certificate countersigned by one of the Presidency Surgeons, and renewed every month during his residence there.)

C.

Indent of Books, Slates, Stationery, &c. required for the ———.

Articles in Store on the — 18 — (last Indent)	Articles Expended.	Still in Store.	Now Required	REMARKS.
				(Here the Local Committee will state how soon the articles are required, and whether procurable at the station, or otherwise. If procurable at the Station a List of Prices to be separately appended for consideration)

D.

Half-Yearly Report of the State and Progress of ——— Class ——— from ——— to ——— 18

No.	Name.	Date of Admission to Class.	Attendance.			Progress and Proficiency.	Recommendations for Promotions.
			Present.	Absent.	Total		
1	Gopa Ichunder Das,..........	1st Jan 1840,	110	71	181		

N.B. Number of Holidays ....

Ditto of Sundays ....

Total ....

Principal
or
Head Master
or
Master.

E.

Daily Attendance of Masters.

Date, month and year.	1st Master.		2d Master.		3d Master.		4th Master.		Remarks.
	Hour of attendance.	Hour of leaving	Hour of attendance.	Hour of leaving	Hour of attendance.	Hour of leaving	Hour of attendance	Hour of leaving.	
1840. June 1, ...	½ p. 10	5 p. m.	½ p. 10	5 p. m.	½ p. 10	5 p. m.	½ p 11	5 p. m.	
„ 2,									
„ 3,									
„ 4,									

F.

General Register for ———————.

No	Name.	Parent or Guardian.	Residence	Security.	Date of Admission	Rate of Schooling	To what Class attached	Date of Promotion to Classes: Junior Department 4	3	2	1	Senior Department 4	3	2	1	Date of leaving the Institution	Opinion of —— as to proficiency and general conduct on leaving the Institution.
1	Ramchand Mukerjee,	Ramkisto Mukerjee,	Chinsurah,	Ramtonoo Sircar, ..	1st Jany 1840, ...	2 0 0	3 Class L. S.	0	0	Jan 1841	July	Jan 181–	0	0	0	21 April 1842.	

G.

REGISTER of Daily Attendance of Scholars for the Month of ———— 18 ——.

No.	Name.	Days of the Month.																															Total.						Remarks
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	0	Present. P	Absent. A	Sick S	Leave. L	Sunday Su	Holiday. H	
	Bromanund Banorjee,	P	P	P	P	P	P	Su	H	H	P	F	P	P	Su	L	L	L	P	P	P	Su	P	P	P	P	P	P	Su	P	P	.	21	0	0	3	4	2	

H.

Mr. ——— *Half Yearly Register of Books, Slates, &c. belonging to the General Committee lent out to the Scholars between the* ——— *and the* ——— 18 .

Names of Books, &c	Names of Scholars												Lost or Destroyed.	Returned to Store with the date of receipts thereof
	Hurrochunder Ghose	Ramlochun Sen.	Amichunder II											
English Reader No I Prose,	1	1	*1										*1	
Lennie's Grammar,...............	*1	0	†1										†2	
Clift's Geography.	1	1	1											
Slates, ...	1	1	1											

I.

AGREEMENT OF THE LIBRARIAN.

I, A. B., having been appointed by the Local Committee to take charge of the Library belonging to the College of ———— do hereby engage and bind myself to execute the trust committed to me zealously and faithfully to the best of my judgment, and according to the rules which have been or may be prescribed by the General or Local Committees for the guidance of the Librarians. I also promise and engage to be punctual in my attendance in the Library, and carefully attend to the preservation of the Books, Atlasses, Instruments, &c., committed to my charge, and in the event of any Book or Books, Atlasses, Instruments, &c. placed under my charge being lost or injured, I hereby bind myself, my heirs, and successors, to make good the value of the same.

In the event of a breach on my part of any of the conditions above stated, I engage to pay to the Secretary to the Local Committee a penalty of Rupees one thousand (Co.'s Rs. 1,000); or such sum not exceeding 1,000 Rupees, as the Local Committee may adjust.

Signed

J.

Register of the Books taken out of the Library, 18—.

Name of the Person.	Name of the Book.	Date		Remarks State of Books, &c
		Taken out	Returned	
Rajkissen* Sen,	Spectator, vol I 8vo....	2d Aug	16th Aug	

K

Annual Return of the Condition of the Books in the Library attached to ——— on the 31st December 18——

No. taking it up from former Annual Statement.	Names of Works received since the 31st December 18—.	Number of Volumes	From whom received.			Present State	Remarks.
			From General Committee.	By Donation from ——	Purchase.		
							• Of former list......... I In a good state ...... II Injured or Defective III Lost or Stolen......... Totals, ... List of Books. No. II No III.
	Total, ——						
	Add number of Volumes in Library as by the last Annual Report, ...						
	Grand Total, ...						

L

In submitting the accompanying Scheme and List of Works for the use of Anglo-Bengallee Schools, Colleges, and similar Educational Establishments, I consider it necessary to record my views and sentiments regarding the proposed plan—

I divide the system of vernacular education into two branches, viz—one for the students of English Seminaries, the other for such pupils as are exclusively attached to Vernacular Schools.

It would perhaps be considered presumptuous, or rather unnecessary on my part, to attempt to point out, in the present state of public opinion, how the latter class of Institutions has a national object in view, while the former is limited in its scope to a particular section of the community, having for its special object the creation of a certain number of individuals, who having acquired a competent English education, may be esteemed capable of imparting their improved knowledge through the medium of the vernaculars.

Thus, as far as the communication of newly formed ideas to a comparatively illiterate portion of the community, with whom they may be brought into contact, is concerned, this part of the Scheme seems to promise real and obvious advantages. But in regard to those students, who are destined to receive English instruction, I consi-

der it utterly useless and unprofitable to occupy their time with the study of the European arts and sciences, through the vernacular language, (even if the necessary works could be prepared or were procurable, despite all known difficulties), while they possess a better opportunity and speedier method of acquiring the same from the original. The truth must be confessed at any hazard, that out of the present limited body of Anglo-Indian literati, it is difficult to select, among our community, qualified individuals who have sufficient leisure, or are otherwise unincumbered with other avocations, to undertake the laborious task of editing works, in order to convey to their countrymen even that part of the extensive and varied fabric of European knowledge which they may happen to possess. The people, in general, have a natural thirst after learning; but we are unprovided, at present, either with the necessary works for the purpose of tuition, or with competent teachers. Could we but find a few Native youths qualified in the English arts and sciences, and possessed of sufficient knowledge to express their newly acquired ideas through the vernacular language, they might, we think, be trained in the combined duties of authors and teachers. This were, at least, the first and surest step eventually to establish a permanent system of Indian national education.

With this view, I have prepared the accompanying scheme, and selected a certain number of works for the immediate improvement of vernacular education, in our English Seminaries, embracing the respective objects of

language, Orthography, Grammatical Construction, and Correct Composition, or the expression of such ideas as may have been imbibed by the students from the English authors, avoiding at the same time, in the prosecution of such a scheme, the compilation of new works. My selection of the books has by no means been confined to those of a Superior Standard; and I must confess that they are still somewhat imperfect and susceptible of amendment. Let us but create a taste, which may be conducive to subsequent improvement. In the preparation of this plan, I have, however, adopted the homely saying, that necessity originates invention, and will induce the people to qualify themselves in the particular study to which I now allude. When this important object has been once accomplished, new wants will be created, which must be supplied. Let us then make a beginning in so good and truly national a cause.

It will be observed, from the accompanying list of books, that I have classified them with reference to the different grades and branches of studies, and that my reasons and explanations regarding the same are to be found more in detail in that List, to which I beg to call particular attention. On the whole, I divide every English School, College, or Seminary into two departments, viz. the Senior and Junior. The first should be occupied in imparting knowledge in the Vernacular language, and the latter in keeping it up by exercises, and translations from English into the Vernacular, and vice versa.

But if these Anglo-Bengallee students are expected to become authors of Vernacular Works, on European Literature and Science without the association or aid of the Pundits, a partial knowledge of Sanscrit will at least, be necessary to qualify them for the task; as our primitive roots are not only extremely copious, but undergo so many variations in the course of Grammatical construction and also in their definitions, that it can scarcely be supposed that these students will ever be able to attain the necessary purity and precision of language, particularly on works of Science. I have accordingly, with a view to meet these difficulties, sketched out a course of Elementary Sanscrit studies for the Senior Department. If the students will but devote an hour, on every School-day, with ordinary attention, to the study of Sanscrit, I have every reason to believe that, assisted by their previous acquirements, they will be capable of completing a course within a period of two years.

I cannot conclude this Minute without expressing my warm acknowledgment of the aid and assistance I have uniformly derived in the progress of my labors from the ex-students of the Calcutta Sanscrit College, particularly from those who have acquired a partial acquaintance with English Authors; and it occurs to me that among this class we might find fit and competent persons for the office of Teacher, to be intrusted with the immediate charge of the vernacular classes. We have already secured the services of some such qualified instructors,

who, notwithstanding that they are born, and have been brought up as Pundits, and have necessarily so far imbibed somewhat defective habits and modes of thinking: yet I have often found them comparatively more open to conviction and susceptible of improvement in the art of instruction, than the generality of individuals of their section of the community. It only requires, in my opinion, some tact and policy to train them up for the office of Teachers, and useful co-adjutors in our undertaking.

PROSSANNO COMAR TAGORE.

M.

RETURN *of the Annual Examination of the —— Class —— Department held on th* ————

Class.		General Return by the Master				Attendance Number of Days.				Result of Examination.											Remarks by Examiners
Section.	No	Names.	Age	Date of Admission	Progress.	Present.	Absent.	Holiday	Total.	Poetry.	Explanation.	History.	Grammar.	Geometry.	Natural Philosophy	Arithmetic	Geography	Translation from B. to E.	Ditto from E. to B.	Total	
2d...	1	Gopaulkishen Roy,	12	1st Jany. 1839,	Satisfactory,	210	75	80	365	1	2	4	5	3	2	6	5	2	2	32	
	2	Mohendronauth Chutto, ...	13	2d April 1840,	Good.	200	85	80	365	2	1	3	1	1	1	5	2	1	1	18	

(The Examiners of the Hindoo College find it useful to employ figures in designating the qualifications of the different Students. If seven be considered as indicating complete answers, 6, 5, 4 will designate inferior degrees of such answers. By adding up the numbers the general qualification of each pupil is known.)

Minute.—Vernacular Scheme of Studies.

Class	Studies.		পাঠ।	Remarks.
4th	Reading and Writing on Boards,	৪ শ্রেণী	বোর্ডে লিখন এবং পঠন।	
	Burnomalla, or Spelling Book, No. 1st, 2d, 3d and 4th		প্রথম খণ্ড বর্ণমালা, ২ খণ্ড বর্ণমালা এবং তৃতীয় খণ্ড বর্ণমালা ও চতুর্থ খণ্ড।	
	Dharrapat, or Outlines of Arithmetic, No. 1st, 2d and 3d. A & B,		১ সংখ্যক ধারাপাত, ২ সংখ্যক ধারাপাত এবং ৩ সংখ্যক গণিতাঙ্ক।	A. Vide 1st part of Arithmetic, pages 6 to 11 and pages 36 to 30.
	Neeticotha, No. 1st and 2d, (Readers.)		নীতিকথা প্রথম এবং দ্বিতীয় ভাগ।	B. Ditto Ditto, pages 13 to 29.
	Monorunjun, (Readers.)		মনোরঞ্জনেতিহাস।	
	Dictation,		শ্রুত লিখন।	
3d,	Baycurrun, or Grammar (abridgement of Rammoh[illegible]),	৩ শ্রেণী	সঙ্ক্ষিপ্তসার গৌড়িয়া ব্যাকরণ।	
	Dictation,		শ্রুত লিখন।	
	Composition of small sentences,		ক্ষুদ্র বাক্য রচনা।	
	Translation of short sentences from English,		পঠিত ইংরাজী পুস্তকের অনুবাদ।	
	Outlines of Arithmetic No. 4, C.*		৪ সংখ্যক ধারাপাত।	*C. Vide Ditto pages 30 to 58, exclusive of 36 to 39.
	Gayn Chundrica, (Readers.)		জ্ঞান চন্দ্রিকা।	
	Neeti Dursuk,		নীতি দর্শক।	
2d,	Gynnornub, Reader,	২ শ্রেণী	জ্ঞানার্ণব।	
	Parsing and Exercises on Grammar,		ব্যাকরণের পাদান্বয় এবং পদনোগ বিভাগ।	
	Translation from English Lessons into Bengallee a[illegible] thereupon,		পঠিত ইংরাজী পুস্তকের অনুবাদ।	
	Puttroqummudy, Letter Writer, *D.,		পত্রকৌমুদী।	*D. Serampore Edition.
	Composition of Letters, &c.,		পত্ররচনা।	
	Dictation,		শ্রুত লিখন।	
	Smith's Zemindary Accounts,		ইস্মিথের জমীদারী হিসাব।	
	Selection Probhud Chundrica, Reader, [illegible]		প্রবোধ চন্দ্রিকার সারাংশ।	
	[illegible] Subjects,		[illegible] বিষয়ের রচনা।	

No. X.

No. 832.

To T. A. WISE, Esquire, M. D.,

Secretary to the General Committee of Public Instruction.

General Dept } Sir,

I am directed to acknowledge the receipt of your letter No. 1354 dated the 16th instant, submitting with the consent of the Managers of the Institution, a modification of the Rules of the Hindoo College with a view to greater efficiency by bringing this College under the Code of Regulations prepared by the General Committee for all other Educational Establishments superintended by the Committee.

In reply I am desired to acquaint you for the information of the General Committee, that the arrangements proposed for the future management of the Hindoo College are satisfactory to the Governor General in Council, and that they have accordingly received the entire concurrence and approval of that authority. The first, second and third Propositions relate to Scholarships, Prizes. and the privilege that Donors of Rupees 5000 and upwards, have of sending an indigent Student to the Hindoo College, free of expence.

In accordance with the fourth Proposition the Governor General in Council is pleased to appoint the present Managers, named in the margin, to be Members of the General Committee of Public Instruction, for the purpose of controlling and managing the Hindoo College to which their appointment as Members of the General Committee is limited.

The Rajah of Burdwan.
Baboo Prussuno Coomar Tagore.
Baboo Radhamadhub Banerjee.
Rajah Radhakanth Deb.
Baboo Ramcomul Sen.
" Russomoy Dutt.
" Sreekissen Singh.
" Dwarkanath Tagore,
David Hare, Esq.

Fifth Proposition.—Two of the present Managers of the Hindoo College will continue to be Members of the General Committee, and will have a vote in the Committee on all matters under the control of the Committee.

Sixth Proposition.—The future management and control of the Hindoo College to be vested in a Sub-Committee of the General Committee of Public Instruction, consisting of the present Managers, with the addition of two Members of the General Committee, subject like other Sub-Committees, to the control of the General Committee.

Seventh Proposition.—The Sub-Committee to appoint its own Secretary.

Eighth Proposition.—In future there are only to be 25 free pupils, in indigent circumstances, to be nominated by the present Managers in rotation; and five by the Sub-Committee.

Ninth Proposition.—The Rajah of Burdwan and Baboo Prossunno Coomar Tagore to be recognized as Hereditary Governors of the College under the original regulations of the College when it was founded; and their families to be allowed the privilege of choosing a Member of the Sub-Committee.

Tenth Proposition.—The Capital now in the hands of the Managers, amounting to 23,000 Rupees, to be invested in Government Securities, and the interest to be employed to found Scholarships to perpetuate the names of the original founders of the College.

1 Scholarship of 28 Rs. to be called the Rajah of Burdwan's Foundation Scholarships.

1 .... of 22 .... Tagore's.
1 .... of 18 .... Rajah Goopemohun's
1 .... of 12 .... Joykissen Sing's.
1 .... of 12 .... Gunganarain Doss'.

Total 5, at Rupees ... 92 per month.

I have the honor to be,

Sir,

Your most obedient Servant,

G. A. BUSHBY,

Secy. to the Govt. of India.

COUNCIL CHAMBER,
The 20th October, 1841.

No. XI.

List of Examination Questions for Scholarships for the year 1841.

Junior English Scholarships.

No. 1.

ENGLISH GRAMMAR.

I. Define the nine parts of speech?

II. Explain and illustrate by examples the use and importance of the definite and indefinite articles?

III. Decline all the personal pronouns?

IV. Conjugate the verb active "to fall," and the verb passive "to be commanded?"

V. Write the past tense and the past participle of the following verbs. "To bring," "to chide," "to creep," "to go," "to drive," "to know," "to load," "to see," "to speak," "to thrust," "to weave," "to take," "to be."

VI. Parse the following sentences.

"If rare merit be the rarest of all things, it ought to pass through some sort of probation. The temple of honour ought to be seated on an eminence."

"For Human Knowledge, which concerns the mind, it hath two parts, the one that enquireth of the substance or nature of the soul or mind, the other that enquireth of the faculties or functions thereof.

——————————'Be famous then
By wisdom, as thy empire must extend,
So let extend thy mind o'er all the world,
In knowledge, all things in it comprehend:

VII. Point out and correct the errors, if any, in the following sentences; giving your reasons—

1st. He that is wrong, you should correct.

2nd. The body of the community whenever they can come to act can meet with no resistance.

3d. Let each esteem others better than themselves.

4th. Who do you live with now?

5th. ———————— thus with the year
Season's returns, but not to me return
Day or the sweet approach of even or morn.

6th. In death the vanquished, and the victor lies,

7th. Whom do you believe that I am.

8th. O thou my lips inspire,
Who touched Isaiah's lips with fire.

9th. Between you and I, this is not right.

VIII. Explain the distinction between "shall' and "will," and illustrate it by examples.

IX. Point the following sentence, and rectify in it the use of capital letters.

The struggle Between the Macedonians and the greeks. And before that The disputes of the Greek commonwealths among themselves for an unproductive Superiority form one of the Bloodiest Scenes in History one is Astonished how such a small Spot could furnish men sufficient to sacrifice to the pitiful Ambition of possessing five or six thousand more Acres or two or three more Villages yet to see the Acrimony and Bitterness with which this was disputed between the Athenians and lacedemonians what Armies cut off what Fleets sunk and burnt what a Number of Cities sacked and their Inhabitants slaughtered and captived One would be induced to believe that the decision of the Fate of Mankind at least Depended upon it.

X. Give the derivation, meaning and application in sentences of the following words.

Omnipotent—apparent—paternal—defend—complete—complicated—portable—sanctify—astronomy—autograph—zoology—inundation—soliloquy.

XI. Scan the following lines:

1st. Be wise to-day, 'tis madness to defer;
Next day the fatal precedent will plead;
Thus on, till wisdom is pushed out of life.

2nd. 'Twas when the seas were roaring;
With hollow blasts of wind;
A damsel lay deploring,
All on a rock reclined.

3rd. My banks they are furnished with bees,
Whose murmur invites one to sleep;
My grottoes are shaded with trees,
And my hills are white over with sheep.

No. 2.

GEOGRAPHY.

1. What is a diameter of the earth? What is the axis? Of what extent in English miles are the earth's mean diameter, and circumference, respectively. What occasions the alternation of day and night?

2. What is the distance of the earth from the sun? What is meant by the earth's orbit? What occasions the variety of the seasons, and the difference in the lengths of the day and night?

3. Describe the equator and the ecliptic—Explain terrestrial latitude and longitude. What is the extent of a degree on one of the great circles—and what occasions a difference in the extent of degrees? Illustrate by a sketch your answers to these questions.

4. How many zones are there? What are their respective names and limits; and between what degrees of latitude do they respectively extend?

5. Illustrate by a sketch the Geographical features of the globe, viz. continent, ocean, &c.

6. What are the principal divisions of the ocean, and the principal inland and Mediterranean seas?

7. What are the chief mountain ranges in South America; and describe their positions?

8. What are the principal rivers of Asia,—where do they rise, and through what countries, and in what directions do they take their course?

9. State the boundaries of Europe; the countries it contains, and the capital city of each.

10. Draw a sketch of the Euxine sea, shewing the countries immediately adjoining it; with the principal towns on or near its shores, and the rivers which fall into it?

11. Between what degrees of latitude and longitude do the East Indian Islands, forming the Indian or Eastern Archipelago, lie? mention the principal islands, their relative positions, their chief towns, and the different straits.

12. State as nearly as you can recollect the latitude and longitude of Calcutta, Madras, Bombay, Canton, and Cape Town.

13. What is meant by the sun's declination? and how would you find by the terrestrial globe, where the sun is vertical at a given place and hour?

14. How would you find the latitude of a place from the sun's meridian altitude on a given day?

15. Explain the terms "antœci" and "periœci," and state how you would find the antœci and periœci of a given place by the terrestrial globe?

16. What is wind, and how is it occasioned? and describe the various kinds of tropical winds.

17. What are the tides, and how are they produced?

No. 3.

ARITHMETIC.

1. Write in figures nine hundred and ninety-nine millions, seven hundred and seventy thousand and fifty.

2. Add 232653, 279360, 3265, 25, 4, 326054, and 236247 together.

3. From 6232653205 take 5096279642.

4. What is meant by the multiplicand, the multiplier, and the product?

5. Multiply 185974 by 14, four ways.

6. Multiply 3694836 by 2057, and prove the operation by casting out the nines.

7. What is meant by the dividend, divisor and quotient?

8. Divide 813713 by 72, five ways.

9. Divide 123456789 by 9876, and prove the operation by addition, multiplication, and casting out the nines.

10. A man sold to A, 21 maunds, 2 seers and 8 chittacks of ghee; to B, 23 maunds, 1 seer and 15 chittacks of sugar; to C, 30 seers and 10 chittacks of salt; to D, 24 maunds, 16 seers of fine wool; to E, 26 maunds and 14 chittacks of rice; and to F, 16 maunds, 36 seers and 10 chittacks of sugar; how many maunds did he sell in all?

11. From 1690 gold mohurs, 4 rupees, 10 annas and 11 pie, deduct 829 gold mohurs, 11 rupees, 12 annas and 9 pie.

12. Multiply 6014 maunds, 36 seers, 9 chittacks, by 16.

13. What will a Regiment of 1079 soldiers cost Government, if each soldier receive 8 rupees, 9 annas and 5 pie?

14. If an estate containing 1790 biggahs, 14 cottahs and 10 chittacks were divided between 56 persons, how much would fall to the share of each?

15. Divide 27926562 years, 7 months, 2 weeks, 6 days by 25683.

16. In 720 gold mohurs how many annas?

17. In 57600 chittacks, how many maunds?

18. If 1 maund of turmerick cost 52 rupees, 14 annas and 6 pie, what will 8 maunds, 29 seers and 11 chittacks cost?

19. If, when the price of a maund of flour is 6 rupees and 3 annas, the loaf should weigh 9 chittacks, what should the loaf weigh when flour is at 4 rupees and 6 annas per maund?

20. If 36 cottahs of grass be mowed by 6 men in 8 days, how many cottahs may be mowed by 36 men in 88 days?

21. What is the value of 4682 seers at 15 annas, 7 pie per seer?

22. What is the value of 8 maunds, 12 seers and 7 chittacks of Opium at 7 rupees, 14 annas per seer?

No. 4.

HISTORY.

1. State the names of the principal Empires of Antiquity, and the order of their succession?

2. What was the form of Government usually prevalent in the East, and what was its origin?

3. What is the earliest country the civilization of which is recorded, and what are the principal monuments remaining of it?

4. What was the science cultivated with the greatest success in the East, and what false science in conjunction with it?

5. Into what kingdoms was the Empire of Alexander divided after his death?

6. Who is the earliest Poet of Greece, and who the earliest Historian? Were they contemporaries or which preceded the other, and by what interval?

7. What institution in Greece afforded the era by which dates were computed, and what encouragement did that institution afford to literature?

8. What were the names of the places in which Philosophy was taught by Zeno, by Plato, and by Aristotle, and which of them gave names to their Philosophy? Whose disciples were the Peripatetics?

9. Who were the chief parties engaged in the Peloponesian War? What was the chief scene of it, and what was the conclusion of it?

10. By what people of Greece were the first and second Persian invasions defeated, and at what battles, and by what Generals?

11. What were the steps taken by the Romans for the improvement of their Laws, and what was the result of them?

12. What Revolutions in Rome took place in resentment of outrages to females?

13. Who was the greatest Roman Epic Poet, and whom did he imitate?

14. Who was the greatest Philosophical Poet, and from whence was his Philosophy taken?

15. In what reign did the great contest take place between the Crown and the Nobility of England, and what was the result?

16. In what reign did the great contest take place between the Crown and the Commons, and what was the result?

17. In what reign was the settlement of the Government of England as a limited monarchy finally established?

18. By whom, and in whose reign, were the doctrines of the Reformation first preached in England?

19. What King of England reigned the longest, and what Kings of England reigned more than 50 years?

20. By what people, and in whose reign, were the voyages of Scylax and of Nearchus undertaken, and what was their object, and was it accomplished?

21 By whom and from what quarter did the principal invasions of India take place?

22. Which of the conquerors of India was the greatest patron of Literature, and in whose reign did Ferdosi flourish?

23. Who was the first Englishman who sailed round the world, and what part of India did he visit?

24. What were the dates of the acquisition by the English of Bombay, Madras, and Calcutta?

No. 5.

TRANSLATION FROM THE ENGLISH TO THE VERNACULAR.

"There is nothing," says Plato, "so delightful as the hearing or the speaking of truth? For this reason there is no conversation so agreeable as that of the man of integrity, who hears without any intention to betray, and speaks without any intention to deceive. Among all the accounts which are given of Cato, I do not remember one that more redounds to his honor than the following passage related by Plutarch. As an advocate was pleading the cause of his client before one of the prœtors, he could only produce a single witness in a point where the law required the testimony of two persons; upon which the advocate insisted on the integrity of that person whom he had produced: but the prœtor told him, that where the law required two witnesses, he would not accept of one, though it were Cato himself. Such a speech from a person who sat at the head of a court of justice, while Cato was still living, shows us, more than a thousand examples, the high reputation this great man had gained among his contemporaries upon the account of his sincerity."

No. 6.

Translation from the Verncculur to the English.

BENGALEE.

শ্লাঘা অতি নিন্দনীয়া শ্লাঘা দ্বারা সর্ব্বসাধারণ মনুষ্য অহঙ্কারযুক্তের ন্যায় প্রকাশ পায় তাহাতে সর্ব্ব লোকে তুচ্ছতা করে এবং কেহ তাহাকে আদর করে না আর আপনার প্রশংসায় কি আপনি প্রশংসিত হয় তাহা কখন হয় না যেমন আপনার নয়ন দ্বারা স্বীয় নয়নের গুণ দোষ দেখিতে পায় না তাহার ন্যায় জানিবা আর আত্মপ্রশংসাহেতু পরের গুণ জ্ঞানকরণে সমর্থ হয় না সেই ব্যক্তির শাস্ত্রাদি জ্ঞান কিরূপে হইতে পারে অতএব শ্লাঘা বিদ্যার প্রতি প্রধান প্রতিবন্ধিকা হয় তাহাতে পরম জ্ঞান পরম সুখের কথা কি কহিব সামান্য সুখও হইতে পারে না যেমন উষ্ণ অঙ্গার কাষ্ঠাদিকে দগ্ধকরণে সমর্থ হয়েন না কেবল স্বয়ং উত্তপ্ত অন্যকেও উত্তপ্তমাত্র করেন তাহার ন্যায় আত্মশ্লাঘাকারি ব্যক্তি আপনি উত্তাপযুক্ত হয়েন এবং অন্যকে উত্তাপিত করেন এতদ্রূপ অন্যান্য দোষেও জানিবা ।

URDU.

بڑائي بهت بد اخلاق آدمي كے لئے هے
كيون كے اِس صفت سے آدمي متكبّر كهلاتا
هے اور سب لوگ اُسكو رو كهتے هين بلكه

کوئي اُسکا آدرمان بھي نہين کرتا اور بڑائي
سے آدمي کچھه بڑا نہين ہوجاتا جيسا کہ کوئي
اپني آنکھون سے اپنا عيب وہنر ديکھنے نہين
سکتا ويسا ہي جانا چاہئے کہ اپني بڑائي سے
آدمي دوسرے کا گُن نہين معلوم کرسکتا تب
ايسے آدمي کو علم وہنر پر کيونکر قدرت ہوسکے
اِس لئے گھمنڈ اور غرور علم کے تحصيل کو
مانع ہے پھر ايسے شخص کو عقل سليم اور
تمام آرام حاصل ہونا معلوم بلکه عقل اور
راحت متوسط پر بھي نظر ہي اور جيسا گرم کويلا
لکڑي کو جلا نہين سکتا ہے فقط آپ ہي گرم
ہے اور دوسريکو گرماتا ہے ويسا ہي مرد
متکبر اور لاف زن آپ گرم ہوتا ہے اور
دوسريکو بھي گرماتا ہے پھر اور برائيونکا
حال بھي ايسا ہي جانا چاہئے

HINDEE.

बड़ाई निन्दा की जड़ है बड़ाई के द्वारा से सब साधारण मनुष्य अहंकारी होते है, उस से सब लोग उस को घिनाते हैं, और कोई उस का आदर मान नहीं करता; अपनी बड़ाई से क्या कोई बड़ा होता है; वह कभी नहीं; जैसा अपने नैनों से जिनके गुण वा दोष देख नहीं सकता तिस का बखान करे; और अपनी बड़ाई

से मनुष्य दूसरे का गुण नहीं देखने पाता है : उस मनुष्य को शास्त्रादि में ज्ञान किस प्रकार हो सकता है : इस हेतु बड़ाई विद्या का अति प्रधान बाधा है ; उस में परम ज्ञान औ परम सुख की बात क्या कहूंगा सामान्य सुख भी नहीं हो सकता है ; जैसा उष्ण अंगार काष्ठादि को जलाने नहीं सकता ; केवल आप तप्त औ दूसरे को तपाता है ; इस के न्याय अहंकारी मनुष्य आप तप्त होवे औ दूसरे को भी उत्तापित करे ; इस प्रकार और और दोष में भी ऐसा ही जानोगे।

No. 7.

SENIOR ENGLISH SCHOLARSHIPS

LITERATURE.

1st.—MR. BACON, IN PRAISE OF KNOWLEDGE.

Silence were the best celebration of that, which I mean to commend, for who would not use silence, where silence is not made? and what crier can make silence in such a noise and tumult of vain and popular opinions? My praise shall be dedicated to the mind itself. The mind is the man, and the knowledge of the mind. A man is but what he knoweth. The mind itself is but an accident to knowledge; for knowledge is a double of that which is. The truth of being, and the truth of knowing, is all one. Are the pleasures of the affections greater than the pleasures of the senses? And are not the pleasures of

the intellect greater than the pleasures of the affections? Is it not a true and only natural pleasure whereof there is no satiety? Is it not knowledge that doth alone clear the mind of all perturbations? How many things are there which we imagine not? How many things do we esteem and value otherwise than they are? This ill proportioned estimation, these vain imaginations, these be the clouds of error that turn into the storms of perturbation. Is there any such happiness, as for a man's mind to be raised above the confusions of things, where he may have the prospect of the order of nature, and the error of men? Is this but a vein only of delight, and not of discovery? of contentment, and not of benefit? Shall we not as well discern the riches of nature's warehouse, as the benefit of her shop? Is truth ever barren? Shall we not be able thereby to produce worthy effects, and to endow the life of man with infinite commodities? But shall I make this garland to be put upon a wrong head? Would any body believe me, if I should verify this, upon the knowledge that is now in use? Are we the richer by one poor invention, by reason of all the learning that hath been these many hundred years? The industry of artificers maketh some small improvement of things invented; and chance sometimes in experimenting maketh us to stumble upon somewhat which is new: but all the disputation of the learned never brought to light one effect of nature before unknown."

Questions.

1. "Who would not use silence where silence is not made."

What is the meaning of this, and why does Bacon give it as a reason why silence would be the best celebration of knowledge?

2. Explain. "The mind itself is but an accident to knowledge, for knowledge is a double of that which is. The truth of being and the truth of knowing is all one."

3. "Shall we not as well discern the riches of nature's warehouse as the benefit of her shop."

State literally what things they are which Bacon distinguishes from each other by the figurative expressions of "nature's warehouse," and "her shop."

4. "But shall I make this garland to be put upon a wrong head?"
What garland?

What is the wrong head on which he thought it might be put?

What is the right head on which he intended it to be put?

5. Why could not he verify what he had been saying upon the knowledge which was in use in his time?

MILTON'S PARADISE LOST.

—"The sixth, and of creation last, arose
With evening harps and matin; when God said;
Let the Earth bring forth soul living in her kind,
Cattle, and creeping things, and beast of the Earth,
Each in their kind. The Earth obey'd, and straight
Opening her fertile womb teem'd at a birth
Innumerous living creatures, perfect forms,
Limb'd and full grown: Out of the ground up rose,

As from his lair, the wild beast where he wons
In forest wild, in thicket, brake or den;
Among the trees in pairs they rose, they walk'd:
The cattle in the fields and meadows green:
Those rare and solitary, these in flocks
Pasturing at once, and in broad herds upsprung
The grassy clods now calv'd; now half appear'd
The tawny lion, pawing to get free
His hinder parts, then springs as broke from bonds
And rampant shakes his brinded mane; the ounce,
The libbard and the tiger, as the mole
Rising the crumbled earth above them threw
In hillocks: The swift stag from under ground
Bore up his branching head. Scarce from his mould
Behemoth biggest born of earth upheav'd
His vastness: Fleec'd the flocks and bleating rose
As plants: Ambiguous between sea and land
The river-horse, and scaly crocodile
At once came forth whatever creeps the ground,
Insect or worm: those wav'd their limber fans
For wings and smallest lineaments exact
In all the liveries deck'd of summer's pride
With spots of gold and purple, azure and green,
These as a line, their long dimensions drew,
Streaking the ground with sinuous truce; not all
Minims of nature; some of serpent kind,
Wonderous in length and corpulence, involv'd
Their snaky folds, and added wings."

I.—What is the meaning of "limbed"—what part of speech is it?

II.—What is the meaning of "where he wons"? Do you know any part of the verb to won which is still in frequent use?

III.—What is the verb agreeing with "the cattle" as its nominative case?

IV.—"Those rare and solitary these in flocks." To what does "those" refer, and to what does "these" refer?

V.—What is the meaning of the "grassy clods now calved?"

VI.—What is the effect of the change of tense from "now half appear'd" to "then springs?"

VII.—What is the meaning of "the libbard, and the tiger, as the mole rising?"

VIII.—What is the meaning of "fleec'd the flocks and bleating rose, as plants?"

IX.—"Not all Minims of nature." What are minims of nature, and what were not all minims of nature?

ADDISON'S SPECTATOR.

—There are several noble similes and allusions in the first book of Paradise Lost. And here I must observe, that when Milton alludes either to things or persons, he never quits his simile, till it rises to some very great idea, which is often foreign to the occasion that gave birth to it. The resemblance does not, perhaps, last above a line or two; but the poet runs on with the hint until he has raised out of it some glorious image, or sentiment proper to influence the mind of the reader, and to give it that sublime kind of entertainment which is suitable to the nature of an Heroic poem. Those who are acquainted with Homer's and Virgil's way of writing, cannot but be pleased with this kind of structure in Milton's similitudes. I am the more particular on this head, because ignorant

readers, who have formed their taste upon the quaint similes and little turns of wit, which are so much in vogue among modern poets, cannot relish these beauties which are of a much higher nature, and are therefore apt to censure Milton's comparisons, in which they do not see any surprising points of likeness. Monsieur Perrault was a man of this vitiated relish, and for that very reason has endeavoured to turn into ridicule several of Homer's similitudes, which he calls 'comparaisons á longue queve,' 'long-tailed comparisons.' I shall conclude this paper of the first book of Milton, with the answer which Monsieur Boileau makes to Perrault on this occasion: 'Comparisons,' says he, 'in odes and epic poems are not introduced only to illustrate and embellish the discourse, but to amuse and relax the mind of the reader by frequently disengaging him from too painful an attention to the principal subject, and by leading him into other agreeable images.' Homer, says he, excelled in this particular, whose comparisons abound with such images of nature as are proper to relieve and diversify his subject. He continually instructs the reader, and makes him to take notice even in objects which are every day before his eyes, of such circumstances as we should not otherwise have observed? To this he adds, as a maxim universally acknowledged, that it is not necessary in poetry for the points of the comparison to correspond with one another exactly, but that a general resemblance is sufficient, and that too much nicety in this particular, savours of the rhetorician and epigrammatist. In short, if we look into the conduct of Homer, Virgil, and Milton, as the great fable is the soul of each poem, so to give their works an agreeable variety, their episodes are so many short fables, and their similes so many short episodes; to which you may add, if you please, that their metaphors are so many short similes. If the reader considers the comparisons in the first book of Milton, of the sun in an eclipse, of the sleeping Leviathan, of the

bees swarming about their hive, of the fairy dance, in the view wherein I have here placed them, he will easily discover the great beauties that are in each of those passages.

Questions.—I. What is a simile? Give an example from Milton or from any other Poet of such a simile as is here spoken of.

II. Shew where the resemblance ceases in the example given, and point out any images or sentiments which the poet raises out of the simile which are foreign to the occasion that gave birth to them.

III. If those images and sentiments are foreign to the occasion which gave birth to them, with what propriety can they be introduced at all? might all sentiments and images which are foreign to the occasion that give birth to them, be introduced with equal propriety?

IV. What is an Episode?

V. What is a Metaphor?

VI. When it is said that the Metaphors of Homer, Virgil, and Milton are so many short similes, is the assertion entirely true respecting those similes which the writer has been speaking of? If not entirely true to what extent is it true?

No. 8.

HISTORY.

I. Were there any States in Antiquity in which Females were admitted to Sovereignty?

II. In what nations of Antiquity was the Education of the people considered to be a part of the duty of Government?

III. What was the Religion which antiently prevailed throughout the Western World, and what was its origin? What was the Doctrine professed by Socrates on this subject, and how was it manifested?

IV. What are the principal modes by which civilization has been diffused, and by which of them was the civilization of Greece, and that of Rome acquired?

V. Is there any specimen of the Language of Carthage now extant? What is the origin of the word Punic?

VI. Which of the great nations of Antiquity cultivated their Arts and Literature by means of their own Language, and which by means of a Foreign one?

VII. What was the principal difference between the Oriental style of composition and the Attic?

VIII. Which of the Greek Historians were contemporary with the events which they relate, and which of them notice India?

IX. What was the Country of Greece, the inhabitants of which were reproached with stupidity, and what instances can be produced in answer to the charge?

X. Which of the Sects of the Greek Philosophers was supposed to be derived from India, and upon what ground? What was the name by which the Brahmins were known among the Greeks, and what remarkable act is recorded of one of them?

XI. What parts of Italy were occupied by a civilized people previous to the time of the Romans, and what monuments remain of their civilization?

XII. What was the Licinian Law and how was it evaded, and who was the first violator of it?

XIII. Who was the First Consul of the Plebeian order, and who were the most distinguished of the Patricians who espoused the popular party?

XIV. Was there any resemblance between the Laws of the Romans and those of the Hindoos, as to Religious Rites and adoption, and as to the connexion between them?

XV. Which of the Roman Historians wrote in Greek and what Historian of Greece wrote in Latin?

XVI. State the instances since the conquest in which the Crown of England has been transmitted from Father to Son, and those in which the hereditary succession to it has been altogether interrupted?

XVI. What were the Languages principally in use under the Norman Kings, and for what purposes, and at what period, was the English Language first used in Poetry Law, and Divinity?

XVIII. What is the chief difference noticed by the Historian Hume between the character of the Leaders of the English Commonwealth, and of the Republicans of Antiquity?

XIX. What was the immediate cause of the union with Scotland, and by what parties was it proposed and opposed?

and by what parties was the Repeal ... ds proposed and opposed?

XX. What is the earliest invasion recorded of Europe from the East, and to what part of Europe did it penetrate?

XXI. By what King was the Buddhist Religion established in Ceylon, and other parts of India, and what Records are extant of the introduction of it?

XXII. In what part of India are the latest monuments to be found of the conquests of Alexander, and what was its ancient name?

XXIII. Who was the first Eastern Potentate, who assumed the Title of Sultan? What Potentate was known in England by the Title of the Great Mogul? What Potentate was known in Europe as the Miramolin? What Embassies from England to any of them are recorded, and in what reigns?

XXIV. By what people and in whose reign is Africa said to have been first circumnavigated? What explanation may be given of their having the sun on *their right hand* in passing Africa and how far would this explanation tend to prove or disprove the fact of the voyage?

No. 9

MATHEMATICAL QUESTIONS.

EUCLID AND CONIC SECTIONS.

I. The three interior angles of every triangle are together equal to two right angles.

II. [illegible] equal bases and between the same paral[illegible] equal to each other.

[illegible] The complements of the parallelograms, which are about the diameter of any parallelogram, are equal to one another.

IV. In any right-angled triangle, the square, which is described upon the side subtending the right angle, is equal to the squares described upon the sides which contain the right angle.

V. If a straight line be divided into two equal parts and also into two unequal parts, the rect-angle contained by the unequal parts, together with the square of the line between the points of intersection, is equal to the square of half the line.

VI. In every triangle, the square of the side subtending any of the acute angles, is less than the squares of the sides containing that angle, by twice the rect-angle contained by either of these sides, and the straight line intercepted between the perpendicular let fall upon it from the opposite angle and the acute angle.

VII. If a straight line drawn through the centre of a circle bisect a straight line in it which does not pass through the centre, it shall cut it at right angles; and if it cuts it at right angles, it shall bisect it.

VIII. The angle at the centre of a circle is double of the angle at the circumference, upon the same base, that is, upon the same part of the circumference.

IX. The opposite angles of any quadrilateral figure described in a circle are together equal to two right angles.

X. If from any point without a circle two straight lines be drawn, one of which cuts the circle, and the other touches it; the rect-angle contained by the whole line which cuts the circle, and the part of it without the circle, shall be equal to the square of the line which touches it.

XI. Inscribe a circle in a given triangle.

XII. Describe a circle about a given equilateral and equiangular pentagon.

XIII. Similar triangles are to one another in the duplicate ratio of their homologous sides.

XIV. If a straight line be at right angles to a plane, every plane which passes through it shall be at right angles to that plane.

XV. Prove by Euclid's principles, that if an angle of a triangle be bisected by a straight line which likewise cuts the base, the rect-angle contained by the sides of the triangle is equal to the rect-angle contained by the segments of the base, together with the square of the straight line bisecting the angle.

XVI. If a circle be described touching the base of a triangle and the sides produced, and a second circle be inscribed in the triangle; prove that the points where the circles touch the base are equi-distant from its extremities, and that the distance between the points where they touch either of the sides is equal to the base.

XVII. Define a conic section: and mention a distinguishing property of the parabola, ellipse, and hyperbola.

XVIII. Prove that the tangent at any point of a parabola makes equal angles with the axis and the line drawn

from [illegible] point where the tangent touches the par[illegible]

[XIX.] A parabola is drawn upon a sheet of paper: shew how to find the focus and the axis solely by the help of a pencil, ruler, and scale.

XX. Prove that the point of intersection of a tangent to an ellipse and the line drawn perpendicularly to the tangent from the focus lies in the circumference of the circle described on the axis major.

XXI. If C be the centre of an ellipse, and C P, C D be conjugate axes, cutting the ellipse in P and D, then $CP^2 + CD^2 =$ the sum of the squares of the semi-axes.

XXII. Prove that the areas of all parellelograms described about an ellipse are the same.

XXIII. Define the term *asymptote*, and shew that the hyperbola has two asymptotes.

XXIV. Prove that the tangent at any point of the hyperbola bisects the angle between the lines drawn to the point of contact from the two foci.

XXV. Prove that the equation to the section of a cone by a plane is of the second degree, being $Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$ in its general form.

XXVI. Shew that the curve is an ellipse, a parabola, or an hyperbola according as $B^2 - 4AC$ is less than, equal to, or greater than zero.

XXVII. Trace the curves of which the equations are [illegible] $+ 6x - 10y + 1[illegible] = 0$ [illegible] $- 12xy +$ [illegible] $+$ [illegible] $= 0$ [illegible]

ALGEBRA AND TRIGONOMETRY.

1. Prove that $a^m a^n = a^{m+n}$, when m and n are positive integers. In Algebra this is true whatever m and n be: in what way do we arrive at this formula when m and n are not positive integers?

2. Prove the rule for finding the greatest common measure of two Algebraical quantities; and apply it to find the greatest common measure of $x^5 - 5x^3y^2 - 108y^5$ and $x^3 - x^2y + xy^2 - 7y^3$.

3. Extract the square root of $x^6 - 14x^5 + 55x^4 - 64x^3 + 163x^2 - 66x + 121$; and the cube root of $x^6 - 3x^5 + 18x^4 - 31x^3 + 9x^2 - 75x + 125$.

4. Solve the following equations:

(1) $3x + 5 = 10x - 16$.

(2) $\frac{12 - 3x}{4} - 1 = \frac{3x - 11}{8}$

(3) $bx + 2x - a = 3x + 2c$

(4) $x - \frac{x^3 - 8}{x^2 + 5} = 2$

(5) $2x^2 - 2x + 2\sqrt{2x^2 - 7x + 6} = 5x - 6$

(6) $\left.\begin{array}{l} x^4 + y^4 = 272 \\ x - y = 2 \end{array}\right\}$

5. Find the sum of an arithmetic and also a geometric progression.

6. The first and last terms of an arithmetic series are the same as the first and last terms of a geometric series, and the number of terms the same; shew which has the greater sum.

7. [illegible] ...an the sum of a geometric series running to an in[illegible] ...mber of terms be found? Can an arithmetic series [illegible] infinite number of terms be summed in any case?

8. Prove the Binomial Theorem.

9. Find the positive integral values of x and y in the indeterminate equation $11x + 17y = 248$; and shew how many solutions there are.

10. Shew that the number of combinations of n things

$$\text{taken } m \text{ at a time} = \frac{n.\overline{n-1}.\overline{n-2}\ldots\ldots\overline{n-m+1}}{1.\;2.\;3\ldots\ldots\ldots m}.$$

11. Supposing a telegraph has three movable arms, and each arm is capable of having six different positions, how many distinct signals can be made?

12. Extract the square root of $7 + 2\sqrt{10}$.

13. Prove that if the sum of the digits in a number be divisible by 9 without remainder the number itself is so also.

14. Define a logarithm; and mention the principal advantages of logarithmic calculations.

15. Having given that log 15 = 1.1760913 and log 16 = 1.20412 on base 10; find the logarithms of 27 and 4[illegible].

16. [illegible] contains red and white balls, of which 11 are [illegible] number of white is unknown. Find the [illegible]

number of white, having given the condition ... balls be drawn out together the chance of their ... equals the chance of 2 being red and 2 being white.

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17. Prove that in a plane triangle

$$\text{Cos. } A = \frac{b^2 + c^2 - a^2}{2bc}$$

A being one of the angles, a the side opposite, and b, c the other sides.

18. Find the area of a triangle in terms of the sides: and apply the formula to find the area of a triangle of which the sides are 3, 4, 5 feet.

19. Prove that Sin. (A + B) = Sin. A Cos. B + Cos. A Sin. B.

20. Prove that

$$\text{Cos. } A = \sqrt{\frac{1 + \text{Cos. } 2A}{2}}, \text{ and Sin. } A = \sqrt{\frac{1 + \text{Cos. } 2A}{2}}.$$

21. Prove that Sin. $30^\circ = \frac{1}{2}$; Cos. $45^\circ = \frac{1}{\sqrt{2}}$, Sin. $18^\circ = \frac{\sqrt{5} - 1}{4}$, and reduce this to decimals to six places.

22. Prove that Cos. $m\theta + \sqrt{-1}$ Sin. $m\theta = (\text{Cos. } \theta + \sqrt{-1} \text{ Sin. } \theta)^m$.

23. Expand Cos. θ and Sin. θ in series of powers of θ: and by the second of these calculate the numerical value of Sin. 5° accurately to 5 places of decimals.

... given two sides and the included angle in ... solve the triangle.

25. Explain the ambiguous case in the solution of oblique angled triangles. Go through the process for finding A in the example in which $a = 145$, $b = 178$, $B = 41° 10'$ it being given, that (on base 10.) log 178 = 2.2511513, log 145 = 2.1613680, log Sin 41° 10' = 9.8183919, log Sin. 32° 21' 54'' = 9.7286086 and shew whether there be any ambiguity in this example.

26. A traveller observes the summits of two mountains in the same straight line towards the S E; and after travelling 8 miles due S., one of the mountains appears to the N E, and the other due E; find the horizontal distance of the summits in miles as far as four places of decimals.

27. In a spherical triangle the sines of the angles bear the same proportion to each other as the sines of the opposite sides.

28. Enunciate Napier's Rules for the solution of right angled spherical triangles, and prove the two cases in which the complement of the hypothenuse is the middle part.

29. Prove the formula

$$\text{Cos. } A = \frac{\text{Cos. } a - \text{Cos. } b \text{ Cos. } c}{\text{Sin. } b \text{ Sin. } c}$$

30. Show that this ultimately becomes

$$\text{Cos. } A = \frac{b^2 + c^2 - a^2}{2bc}$$

as the radius of of the sphere, on which triangle is drawn, is increased without limit, a angle ultimately becomes a plane triangle.

NATURAL PHILOSOPHY.

What are generally conceived to be the *essential properties* of bodies? Explain the meaning of the terms you use?

2. Give some instances of the unlimited divisibility of matter?

3. What is meant by the term *weight?* What is the cause of weight? Give reasons for what you state? Would a body have a different weight if carried to the surface of one of the Planets?

4. Define the centre of gravity of a body, and shew how to find it experimentally?

5. How many simple Mechanical Powers are there? Shew that the pully and the wheel and axle are modifications of the lever; and the screw and the wedge of the inclined plane?

6. What is meant by the term "*laws of motion?*" How many are there? Enunciate them?

7. Explain by means of the first and second laws of motion, the manner in which the Earth describes its orbit about the Sun by the Sun's attraction and in consequence of its actual velocity?

...ind of an orbit does the Sun cause the ... describe? What is meant by *perihelion* and ...*ion?* Does the Earth move quicker or slower when its distance from the Sun is increasing?

9. What proofs can you bring forward that the Earth actually moves?

10. How many planets are there? How are they distinguishable from other heavenly bodies? Describe any peculiar features in the planets with which you are acquainted? What are comets?

11. Has the Moon any atmosphere? How do you establish your statement? Have the planets atmospheres?

12. Explain the cause of the succession of Seasons.

13. Explain the causes of Eclipses of the Sun and Moon? How is it that an Eclipse of the Moon is seen at the *same time* by all to whom it is visible; when this is not the case with Eclipses of the Sun, which are seen at *successive times* by the several spectators as they live under a more and more eastern meridian.

14. Give a general explanation of the cause of the tides running up and down rivers in parts near the sea. What are your reasons for your explanation? Why are there no tides in the Mediterranean Sea; and why are there tides in the British Channel, which is as narrow a Sea as the Mediterranean?

15. Prove that air has weight? Explain the phenomenon of the ascent of balloons?

16. Explain the barometer, and show how it may be used to find the height of mountains.

17. Explain the thermometer?

18. What is the cause of winds? Explain the phenomenon of the trade-winds and the monsoons?

19. The boundary line of the trade-winds of the Atlantic in the North and South hemispheres does not coincide with the equator: how do you account for this?

20. What are the chief benefits we derive from the air which surrounds the Earth?

21. How is sound conveyed to our ears? How do you distinguish between musical and harsh sounds in your explanation. How are sounds, that harmonize well, related to each other?

22. When a ray of light falls upon a transparent body of glass or water, or any such substance, what course does it take?

23. Give Newton's explanation of the phenomenon of the spectrum produced by a prism?

24. Explain clearly how an object is seen through a magnifying glass, by drawing a diagram to trace the course of the rays proceeding from any point of the object to the eye; and shew why the glass magnifies?

25. Explain the cause of dew: why is there more dew on a cloudless night than on a cloudy night?

26. Why is the range of annual temperature more limited in an insular climate than in a continental one?

No. X.

Mental and Moral Philosophy.

1. What are the mental characteristics which distinguish man from other animals?

2. Is there any appearance of any moral sentiment in other animals?

3. Are the moral sentiments of man distinct from any other part of his constitution or can they be resolved into any other part?

4. In what respects does the contrivance of a bird in building its nest differ from the contrivance of a man in building his house?

5. What is meant by the association of ideas?

6. State any remarkable mental phenomena which can be explained by the association of ideas?

7. What was the principal question of Moral Philosophy debated among the ancient Philosophers?

8. What is the theory of utility?

9. If we adopt that theory are we obliged, in consistency, to adopt the opinion that all motives to action may be resolved into selfish motives?

10. According to Paley's system, are all motives to action reducible to selfish motives?

No. XI.

Political Economy.

1. Explain in what way the division of labour increases the productive powers of man, and give an example.

2. What is the reason that the price of manufactured articles generally decreases in the progress of social advancement, and what is the reason that the price of raw produce generally increases?

3. Are there no causes which tend to diminish the price of raw produce analogous to those which diminish the price of manufactured articles?

4. Does raw produce, which is grown upon rent-free land, sell cheaper than that which is grown upon land paying rent?

5. If it sells at the same price, then why does the producer who pays rent continue in an occupation which seems so disadvantageous compared with that of his neighbours?

6. If the quantity of labour employed in bringing an article to market determines the price of it, how does it happen that a fish, for which the fisherman has toiled only five minutes, may be sold in the same market for a higher price than a fish for which the fisherman has toiled all day?

No. XII.

To be Translated from the English to the Vernacular.

There are few great personages in history who have been more exposed to the calumny of enemies, and the adulation

abeth; and yet there scarcely
as been more certainly determin-
n of posterity. The unusual
ministration, and the strong features of her
ere able to overcome all prejudices; and
her detractors to abate much of their invectives,
admirers somewhat of their panegyrics, have at
in spite of political factions, and what is more, of reli-
gious animosities, produced a uniform judgment with
regard to her conduct. Her vigour, her constancy, her
magnanimity, her penetration, vigilance, address, are
allowed to merit the highest praises, and appear not to
have been surpassed by any person that ever filled a
throne: a conduct less rigorous, less imperious, more
sincere, more indulgent to her people, would have been
requisite to form a perfect character. By the force of her
mind, she controlled all her more active and stronger
qualities, and prevented them from running into excess.
Her heroism was exempt from temerity, her frugality from
avarice, her friendship from partiality, her active temper
from turbulency and a vain ambition. She guarded not
herself with equal care or equal success from lesser infir-
mities; the rivalship of beauty, the desire of admiration,
the jealousy of love, and the sallies of anger.

Subject of the English Essay.

On the advantages and disadvantages of a life spent mainly in speculation or inaction.

FINIS.